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1984, July--December

URBAN/MUNICIPAL

EDUCATION MANAGEMENT
COMMITTEE

Board of Education

A G E N D A

EDUCATION MANAGEMENT COMMITTEE

1984 07 03

Confirmation of the minutes of the last regular meeting.

GENERAL

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Report of the Special Education Advisory Committee?

PART I

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Staffing Report.
3. Report from the Officials re: O.S.I.S. - Update.
4. Report from the Officials re: Technical Education Report.
5. Report from the Officials re: Alternative Education Report.
6. Report of the Education Policy as announced by Premier Davis.
7. Report of the French Language Advisory Committee.
8. Report of the Name Search Committee.
9. Report of the Special Education Advisory Committee?

PART II

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Director re: Royal Botanical Gardens.

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Staffing Report.
3. Presentation from the Coalition of Neighbourhood Schools re: Safety concerns.
4. McMaster Teen Project - Interim Report.
5. Report from the Officials re: Social Function of the School Child.
6. Report from the Officials re: Study of Individual Differences of Reading Skills.
7. Report of the Name Search Committee.
8. Report of the Special Education Advisory Committee?

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GOVERNMENT DOCUMENTS



Education Centre,
100 Main Street West,
Hamilton, Ontario.
1984 07 03

To the Chairman and Members,
Education Management Committee,
Board of Education,
HAMILTON, Ontario.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

(a) That one Area Superintendent participate in the annual Summer Leadership Week for Education Officials, sponsored by O.I.S.E., to be held at Toronto, Monday, 1984 07 09 to Friday, 1984 07 13, and that \$250 be paid towards registration and expenses.

Superintendent of Operations

(a) That Mrs. Joyce Scruton, Music Consultant, be assigned to teaching duties, effective 1984 09 01, due to staff consolidation.

(b) That the Maternal Leave of Absence granted to Mrs. Lori Szwarcz at the June meeting be changed to become effective 1984 06 11.

(c) That the following teachers be appointed to the position of Consultant Special Education Department, effective 1984 09 01, with salary according to schedule:

Mrs. Norah Franklin (three-year term - renewable for two years)

Mrs. Chris Jennings (Acting - three years).

Superintendent of Curriculum and Special Services

(a) That the Supervisor of Family Studies attend the "Ontario Family Studies Home Economics Educators' Association Issues and Insights '84 Conference" to be held at Toronto, Friday, 1984 10 19 and Saturday, 1984 10 20, and that the registration fee be paid.

Associate Superintendent of Curriculum and Special Services

(a) That the Supervisor of Adjustment Services attend the Fifth International Congress on Child Abuse and Neglect to be held in Montreal, Sunday, 1984 09 16 to Wednesday, 1984 09 19, and that expenses be paid according to policy.

(b) That up to three Resource Teachers from the Outdoor Education Department attend the Council of Outdoor Educators of Ontario Conference '84 to be held at Sudbury, Friday, 1984 09 21 to Sunday, 1984 09 22, and that each receive \$216 towards the cost of registration and expenses.

(c) That the appointment of the supervisory staff for the Hamilton Board of Education Evening Schools be approved as presented, contingent upon each evening school having sufficient enrolment to warrant operation:

<u>School (and Satellite)</u>	<u>Supervisor</u>	<u>Assistant Supervisor</u>
Barton	Hugh Fiddes	
Sir Winston Churchill	Oscar Horback	
Delta	John Borthwick	
Glendale (Albion & Briarwood)	Robert Laidlaw	
Hill Park (Crestwood)	William Berendt	
Sir John A. Macdonald	Donald Muirhead	
Scott Park (Parkview)	Barry Coombe	
Sherwood	Craig Moore	
Westdale (Ainslie Wood)	Bruce Hall	
Westmount (Caledon & Sir A. MacNab - four nights/week)	Arthur Joosse	James Lake

Respectfully submitted,

A. J. Krever,
Director of Education.

-as

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1984 06 27.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART I

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following teachers be appointed to the Probationary Staff effective 1984 09 01:

Mr. Mark Albrich

Mrs. Karen Baetz

Miss Anita E. Darrell

Ms. Leeanne Greenwood

Mr. Mario Lamoureux

Mr. Frank McMahon

Mr. William J. Rogers-Holinsky (4/6 timetable - Semester 1 and 2)

Mrs. Patrizia Vitucci (3/6 timetable - full-time Semester 2)

(b) That the following teachers be re-appointed to the Probationary Staff, effective 1984 09 01:

Mr. James W. Braun

Mr. George Omorean

Mr. David P. Elliott

Mr. Donald Pente

Mrs. Karen Kasik

Mr. Steven E. P. Popek

Mr. Theodore J. Kcoznur

Mrs. Barbara Swan (3/6 timetable - full-time Semester 1 only)

Mr. Mel LaForme

Mrs. Elizabeth Unruh

Mr. Mark Miculan

(c) That the following teachers be appointed to the Permanent Staff, effective 1984 09 01:

Mrs. Hannelore Caldarelli

Mrs. Barbara J. Dabbs

Mrs. E. Jane Dawson (3/6 timetable - full-time Semester 2 only)

Mrs. M. Gayle Detenbeck

Mrs. Mary Ann Jazvac

Miss Margaret E. Kiss

Mrs. Karen Kott (3/6 timetable - full-time Semester 2 only)

Mrs. Renate Mair (3/6 timetable - Semester 1 and 2)

(d) That the following teachers be transferred from the Probationary Staff to the Permanent Staff, effective 1984 09 01:

Mrs. Joanne Coleman

Mr. Daniel J. Lefebvre

Mr. Richard Barnick

Mr. Richard J. Sauve

Mr. John N. DaMaren

Miss Christine A. Skilnyk

Mr. Paul G. J. Denis

Mr. Glen D. Stewart

Mr. Alan E. Ford

Mr. Robert Scott

Mrs. Maria Hruska

Mrs. Mary Welsh

Mrs. Rollande Lavictoire

(e) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Mr. Ronald F. Barlow, 1984 03 08 to 1984 05 18

Mrs. Gudrun Boehm, 1984 05 02 to 1984 06 28

Mr. Michael Charters, 1984 05 14 to 1984 06 27

Mr. Robert T. Dixon, 1984 05 14 to 1984 06 30

Mr. Robert Forshaw, 1984 04 10 to 1984 06 08

Mrs. Barbara Tkach, 1984 05 17 to 1984 06 22

(f) That the appointment of Miss Anita E. Darrell to the Occasional Staff, approved at the June Meeting, be changed to become effective 1984 02 06 to 1984 06 29.

(g) That the following teachers be returned from Leave of Absence and assigned teaching duties, effective 1984 09 01:

Mr. William D. Manson

Mrs. Susan O'Brien

Miss Janette Vedan

(h) That the request of Mrs. Arlene Charters for a Maternal Leave of Absence, effective 1984 09 04 to 1984 12 31, be granted in accordance with conditions governing Maternal Leave.

(i) That the resignation of Mr. Denis Lemelin, effective 1984 08 31, be accepted with regret.

(j) That the following teachers be transferred from the Elementary Staff to the Secondary Staff, effective 1984 09 01:

Mrs. Margaret Bowman

Mrs. Kathy Starodub

(k) That the timetables of the following teachers be changed, as shown, effective 1984 09 01:

Mrs. Anne Brown, from 3/6 to 4/6

Mrs. Judy Cole, from 4/6 to 6/6

Mrs. Connie Hall, from 3/6 to 4/6

Mrs. Nancy Fleming, from 3/6 to 4/6

Mrs. Louise Fowler, from 3/6 to 4/6

Mrs. Barb Ormond, from 4/6 to 6/6

Mrs. Bev MacDonald, from 3/6 to 4/6

(l) That the request of Mr. William Ferris to extend his Loan-of-Service Agreement with the Department of National Defence, effective 1985 09 01 to 1986 08 31, be granted.

(m) That the requests of the following teachers to relinquish their positions of responsibility, effective 1984 09 01, be granted:

Mr. Gerry Gaber, Assistant Head of Department (Guidance)

Mr. Terry Morgan, Librarian

(n) That the action of the Superintendent in permitting Mr. Kenneth Ashcroft to take Special Education Part I be approved, and that he be reimbursed for the registration fee of \$123.00 upon submission of proof of successful completion of this course.

(o) That the following trips be approved:

- i. Any Secondary School, Grades 9 to 13, Stratford Shakespearean Festival, Stratford, Ontario, any day during the 1983-84 school year
- ii. Hill Park Secondary School, Grades 11, 12 and 13, Wilderness Skills Group, Algonquin Park, Thursday, 1984 09 20 to Sunday 1984 09 23
- iii. Hill Park Secondary School, Grades 11, 12 and 13, Wilderness Skills Group, Bruce Trail, Wiarton, Ontario, Friday, 1984 10 12 to Sunday, 1984 10 14
- iv. Hill Park Secondary School, Grades 12 and 13, Wilderness Skills Group, Bruce Trail, Cyprus Lake, Ontario, Friday, 1984 11 16 to Sunday, 1984 11 18
- v. Hill Park Secondary School, Grades 11, 12 and 13, Wilderness Skills Group, Barrie, Orangeville or Alliston, Ontario, Any Saturday or Sunday from 1984 12 01 to 1985 02 28
- vi. Hill Park Secondary School, Grades 12 and 13, Wilderness Skills Group, Camp Wanapitei, Temagami, Ontario, Wednesday, 1985 01 30 to Sunday, 1985 02 03
- vii. Hill Park Secondary School, Grades 11, 12 and 13, Wilderness Skills Group, Parry Sound Area, Ontario, Thursday, 1984 02 21 to Sunday, 1985 02 24
- viii. Hill Park Secondary School, Grades 11, 12 and 13, Wilderness Skills Group, Algonquin Park, Ontario, Friday, 1985 05 03 to Monday, 1985 05 06
- ix. Hill Park Secondary School, Grades 11, 12 and 13, Wilderness Skills Group, Algonquin Park, Ontario, Wednesday, 1985 05 22 to Sunday, 1985 05 26

Associate Superintendent of Curriculum and Special Services

(a) That the action of the Associate Superintendent of Curriculum and Special Services in permitting one teacher to attend the "Study Skills for the L.D. Student Workshop", held at the University of Toronto, on Friday, 1984 06 15, be approved, and that \$75 be paid towards the cost of registration and expenses.

Superintendent of Curriculum and Special Services:

(a) That one secondary school (composite) teacher attend the "Computer Electronics for Secondary School Teachers Conference" to be held at Mohawk College, Tuesday, 1984 08 07 to Friday, 1984 08 17, and that the registration fee of \$113.00 be paid.

(b) That the Program Co-ordinator, Co-op Education, attend the "Canadian Association for Co-operative Education Conference" to be held in Halifax, Sunday, 1984 08 19 to Wednesday, 1984 08 22 and that expenses be paid according to policy.

(c) That one secondary school (composite) teacher attend the "Ontario Music Educators' Association Conference '84" to be held at Toronto, Thursday evening, 1984 11 01 to Saturday, 1984 11 03, and that \$160.00 be paid towards the registration and expenses.

(d) That the action of the Superintendent of Curriculum and Special Services in permitting one secondary school teacher to attend the "Alternatives in Education Conference" at O.I.S.E., Friday, 1984 06 22, and that \$40.00 be paid towards expenses, be approved.

(e) That \$500.00 be approved to allow as many secondary school (composite) teachers of Family Studies as possible attend the "Ontario Family Studies Home Economics Educators' Association Issues and Insights Conference" to be held at Toronto, Friday, 1984 10 19 and Saturday, 1984 10 20.

(f) That two secondary school (composite) teachers attend the "1984 Mining Field Study" to be held at various mining centres in Northern Ontario, Sunday, 1984 09 23 to Friday, 1984 09 28, sponsored by the Canadian Mining Association.

(g) That permission be granted to the Values Education Department to continue to employ curriculum developers through a grant from Employment and Immigration Canada, for a period of 34 weeks in order to continue with and to complete, if possible, the Adolescent Citizenship Curriculum Project for which approval was received in June, 1983. It is understood that there will be no cost to the Board.

Respectfully submitted,

A. J. Krever,
Director of Education

/sb

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1984 06 27.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

Re: Interim Report on Staffing in Secondary Schools for 1984-85

This year secondary school staffing has been complicated in an unprecedented way by the closing of Southmount Secondary School, Hamilton Collegiate Institute and Agnes Macphail Vocational Secondary School. This consolidation has resulted in disruptions because of the transfer of the staff of these schools to other locations, the loss of positions of responsibility of academic and vocational assistants, a principal, vice-principal, deans, librarians and heads of department. In addition, the cutback in 20 assistant to the department heads positions has meant an increased number of moves in order to accommodate the individuals affected.

The staffing and related problems associated with consolidation have been greatly reduced by the planning and consultation of the various committees, the co-operation of teachers, principals and curriculum supervisors and the understanding of the trustees.

We are pleased to report at this time that all staff from the schools closed this year have been placed in other positions. In addition, all probationary teachers who were given contract termination letters in May and who requested positions have been rehired.

In the composite secondary schools, the enrolment projections for September 1984 are 13,004 pupils with 743.5 teachers and a P.T.R. of 17.49. There have been 4 4/6 teachers transferred from elementary to secondary schools and 9 teachers hired to probationary contracts.

In the vocational secondary schools enrolment projections are 2,024 pupils with 169.6 teachers and a P.T.R. of 12.46.

A final report, based on September 30, 1984 enrolment figures will be made at the October Education Management Committee Meeting.

Recommendation:

That this report be received for information.

Prepared and Submitted by: K. A. Rielly, Superintendent of Operations

Approved by: A. J. Krever, Director of Education

100 Main Street West
Hamilton, Ontario
1984 07 03

To the Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

RE: Report on the Implementation of Ontario Schools: Intermediate and Senior Division (O.S./I.S.) in the Hamilton Board of Education

The R.O.S.E. (Renewal of Secondary Education) Steering Committee was established 16 months ago to plan for the implementation of O.S./I.S. in Hamilton Secondary Schools.

The attached report summarizes the activities and the decisions of this committee.

With this report, the Steering Committee's work has been completed and we are confident that Hamilton schools are well prepared for September 1984.

Recognizing, however, that the implementation of O.S./I.S. will be an evolutionary process, "Future Directions" requiring attention on an on-going, long term basis have been identified and are included in this report.

Other needs may arise as O.S./I.S. implementation proceeds and additional Ministry of Education documents are released. It is our intention at this time to dissolve the existing Steering Committee and to strike a new O.S./I.S. Implementation Committee, effective September 1984, to plan and monitor the O.S./I.S. implementation process to the Ministry prescribed completion date, August 31, 1989

Recommendation:

That this report be received for information
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Prepared by: G. Kocsis - Administrative Assistant - Operations

Submitted by: R.O.S.E. Steering Committee

Approved by: A. J. Krever - Director of Education

IMPLEMENTATION OF ONTARIO SCHOOLS: INTERMEDIATE AND SENIOR DIVISION (O.S./I.S.)

INTRODUCTION

The Ministry of Education made two major pronouncements within a year of each other which will have far reaching implications for senior elementary and secondary school education in Ontario effective September 1984:

- . The Renewal of Secondary Education in Ontario (R.O.S.E.)
- November 1982
- . Circular Ontario Schools: Intermediate and Senior Division
(Grade 7-12 OAC's) - November 1983

Implementation of the new policies will be a phase in process beginning in September 1984 for the students entering grade 9. The target date for complete O.S./I.S. implementation is August 31, 1989.

The purpose of this report is to:

- . provide background information
- . summarize the work that has been done to-date for September 1984 R.O.S.E./O.S.I.S. policy implementation
- . identify "future directions"
- . propose recommendation(s)

R.O.S.E. STEERING COMMITTEE

To oversee the implementation of the new philosophies and policies for "renewal" set forth in these documents, and in our system the assimilation of the Grade 13 students into the neighbourhood composite schools, a broad based R.O.S.E. Steering Committee, representative of the expertise and interests of our senior elementary and secondary schools was established in March 1983. This committee has been meeting regularly since this time. A list of the members of the committee appears in Appendix A.

STEERING COMMITTEE OBJECTIVES

The specific objectives of the committee were established as follows:

- . To study emerging policy documents from the Ministry of Education:
 - Renewal of Secondary Education in Ontario (R.O.S.E.)
 - Ontario Schools: Intermediate and Senior Division (O.S./I.S.)and determine their impact on existing courses within Hamilton as well as react to the Ministry of Education.
- . To plan specific implementation strategies and establish appropriate timelines.

- . To monitor the preparations necessary for the introduction of introduction of the above changes.
- . To make recommendations to the Board and/or appropriate committees - i.e., curriculum committees, academic council, etc., concerning any matters related to secondary education and the implementation of R.O.S.E. and O.S./I.S.

SCOPE OF THE COMMITTEE

The R.O.S.E. Steering committee identified the relevant issues that had to be addressed for O.S./I.S. implementation. Issues were prioritized. Some had to be in place for September 1984 and therefore required immediate attention - i.e., student course calendars. Others were identified as requiring attention at a later date - i.e., development of school related packages. Appendix B provides listing of the committee's scope as initially established.

PROGRESS (WORK) OF THE R.O.S.E. STEERING COMMITTEE

The R.O.S.E. Steering Committee has been meeting regularly for 16 months. Meetings have been characterized by candour, full discussion and good debate.

The work was divided among the members, either individually or in sub-committees. In most cases members with expertise in the particular area under study were recruited to serve on sub-committees. These persons included curriculum supervisors, principals and teachers. As needs arose, several Ad Hoc committees were established.

Principals' groups, curriculum supervisors and teachers were invited to present papers on topics of particular interest or concern.

A consensus mode of decision making was adopted and final decisions were made from a system wide point of view. A summary follows.

1. Review and Reaction to Ontario Schools: Intermediate and Senior Division O.S./I.S.

Following an indepth review of the draft O.S./I.S. document a reaction paper was developed and forwarded to the Ministry of Education. (Appendix C.)

2. Implementation

Ontario Schools: Intermediate and Senior Division would be implemented in Grades 7, 8 and 9, September 1984.

3. Compulsory Subjects

With input and guidance from curriculum supervisors the placement of compulsory credits was determined. (Appendix D.) Special attention was given to the placement of French, Physical and Health Education and the new fifth English credit.

A new Physical and Health Education course has been written and will be piloted during the 1984-85 school year.

4. Course Selection Sheet

A new format for the course selection sheet for students entering grade 9 was developed.

5. Open Level Courses

The Steering Committee requested the curriculum supervisors to determine the level at which the present open level courses would be offered and prepare descriptive statements of these courses to be included in school course calendar booklets.

6. School Course Calendars

Following the direction given in Ontario Schools: Intermediate and Senior Division (4.15), school course calendars were developed including both the old and the new systems. A common format was used and subject supervisors wrote course descriptions applicable to all schools. In addition, common statements regarding correspondence courses, co-operative education and summer and evening programs were included.

7. Core Program

A minimum core program for Grades 9, 10, 11 and 12 was developed. As well, a list of courses which must be maintained in the system was compiled. (Appendix E.)

8. Transition from Secondary School Graduation to Ontario Secondary School Diploma

This topic was studied and a timeline determined for the transition. (Appendix F.)

9. Common Course Coding

A study was conducted on the effect provincial common course coding would have on the Hamilton system. The new coding system, complying with Ministry of Education directives, will be in place in Hamilton, September 1985.

10. Co-operative Education

A study of Co-operative Education was carried out. It was felt that this program was extremely important for secondary school students and that in-school teacher monitoring of the program was essential. Additional monitoring time has been given to secondary schools for September 1984.

11. Basic Level Education Project

A response was prepared addressing concerns for basic level courses and students taking these programs. It was endorsed by the Steering Committee and forwarded to the Ministry of Education.

12. Impact of O.S./I.S. on Student Entry into Colleges of Applied Arts and Technology

The Steering Committee had great concerns about the lack of C.A.A.T. College Admission opportunities for students graduating from general level programs. Admission statistics were compiled and an address was given by representatives of the local college. It was recommended that Hamilton board officials continue to dialogue with the community colleges to improve post-secondary opportunities for students in general level programs.

13. Code of Student Behaviour

The Hamilton Board of Education has produced a Discipline Code for students in its jurisdiction. With representation of students, teachers and parents each school developed its own Discipline Code. This task was completed in 1982 and is currently in place.

14. Grade 9 Enrolment Patterns

A research paper was prepared based on 1984 Grade 9 course selection sheets. It indicated a need for further study of courses, programs and staffing needs for the Hamilton system.

15. Communication

One of the main objectives of the R.O.S.E. Steering Committee was to provide two-way communication within the Hamilton system. This task was accomplished in a number of ways.

- . a newsletter, Countdown on R.O.S.E. is being published and widely distributed throughout the system on a regular basis. Its purpose is to advise on the progress of the Steering Committee and to solicit input and reaction from all educators.
- . two in-service meetings were held on November 8, 1983 and on May 9, 1984 for principals, vice-principals, curriculum supervisors and teachers. The format of each session provided direct input to the Steering Committee and formed the basis of many policy decisions or changes.

- . the local newspaper published an article on the impact of O.S./I.S. on the Hamilton schools.
- . information kits with transparencies were compiled and sent to all secondary schools for staff and parent in-service sessions.
- . additional copies of the O.S./I.S. document were made available to all schools.
- . posters depicting the old system and the new were printed and displayed in all secondary and senior elementary school classrooms.
- . letters to parents outlining the changes for September 1984 were distributed throughout the system.
- . information sessions for students and parents were held early in the fall in our schools.
- . brochures outlining the new system were distributed to students and parents.
 - Education for Tomorrow (O.M.E.)
 - What's New in Ontario High Schools (O.S.S.T.F.)
- . the booklet, Looking Forward to Secondary School was updated to include the new requirements.
- . principals were encouraged to
 - conduct in-service session with staff members
 - form committees within their schools to study the implications of O.S./I.S.
 - include information about changes in their monthly newsletters to the parents

16. Other topics considered

- . "fast tracking"
- . "pushing up" - an increase in advanced level course selection
- . staffing
- . heterogeneous vs homogeneous classes
- . specialized schools
- . partial credits
- . mid-year placement of students
- . credit substitution
- . courses "in jeopardy"
- . clustering
- . modules
- . O.S./I.S. implementation by other school boards

17. Responses to the Ministry of Education

Formal communication has been forwarded to the Ministry addressing the impact that the new policies will have on the Hamilton system. These include:

- . Reaction to Ontario Schools: Intermediate and Senior Division
- . Common Course Coding
- . Long Range Curriculum Plan
- . Compulsory French - "phasing in"
- . OAC Guidelines
- . Basic Level Education

18. Other Study Groups

As a direct outgrowth of O.S./I.S. requirements and issues identified by the R.O.S.E. Steering Committee, two study groups have been established to review and make recommendations on the following:

- . Middle School
- . Technical Education

FUTURE DIRECTIONS

O.S./I.S. will influence intermediate and senior education for many years. The R.O.S.E. Committee has attempted to bring about an orderly implementation during the introductory period of O.S./I.S. However, there are several areas which need further study/review.

These include:

- . "unique schools"
- . the need for a modular approach to granting credits and school organization
- . development of school and system related packages
- . the impact of diploma requirements on student selection
- . the implementation of new courses based on Ministry guidelines as they emerge
- . the placement of the 5th English credit for students who do not intend to study at the Ontario Academic Course level
- . the implementation of Ministry course codes and student transcripts
- . the transition from the Secondary School Graduation Diploma to the Ontario Secondary School Diploma
- . the monitoring of credit substitution
- . cost factors associated with O.S./I.S. - i.e., increased guidance services, co-operative education, the education of exceptional students, in-service training for teachers
- . the co-ordination of activities at the Grade 8 - Grade 9 interface
- . continued effective communication to staff, parents and to the community
- . the option selection process
- . the structure of the option sheet
- . program tracks
- . the feasibility of developing a campus concept for Vocational, Composite and Senior Elementary Schools
- . Technical Education Programs
- . teacher in-service, especially in areas of general level instruction, computer usage, program revision
- . basic level programs in French and Technical
- . evaluation techniques

COMMITTEE STRUCTURE

R.O.S.E. STEERING COMMITTEE

1983-1984

Chairman - A. J. Krever	(Director of Education)
R. Kennedy	
D. Rothwell	(Area Superintendents)
A. Stockwell	
F. Kelly	(Composite School Principals)
D. Watson	
M. Kilby	(Vocational School Principals)
M. Sager	
B. Cooke	(Composite School Vice-Principals)
R. McQueen	
B. Harkness	
J. Hill	(Supervisors)
O. Jackson	
A. Shupe	
J. Reid	(Elementary School Principal)
N. Nicholls	(Secondary School Teachers)
Z. Zyma	
G. Price	(O.S.S.T.F. President)
G. Kocsis	(Recording Secretary)

Committee alterations in 1984-85

Add:	K. Rielly	(Superintendent of Operations)
	W. Manson	(O.S.S.T.F. President)
Delete:	G. Price	(Past O.S.S.T.F. President)

R.O.S.E. STEERING COMMITTEE: SCOPE

The scope of the committee shall include but not be restricted to the following:

- a) course calendar development
- b) levels of instruction (advanced, general and basic)
- c) mandatory courses (placement of)
- d) curriculum development and implementation (recommendation to the Superintendent of Curriculum and Special Services)
- e) OAC's - development, implementation, transition, specialized programming
- f) package development in the technical, business and art areas -- this should also include endorsement, clustering, etc.
- g) prerequisites
- h) individual program planning (tracking, reaching up, program balance)
- i) Co-op and Linkage
- j) transcripts (during transition period)
- k) liaison with elementary schools (counselling, course calendars, etc.)
- l) in-service
- m) cost factors
- n) public information brochures -
 - 1. parent-student
 - 2. general communication
 - 3. public presentations (overheads, slides)
- o) Ontario Ministry of Education liaison (where appropriate)
- p) OSSD (1986-87) - phasing in
- q) school organization (modules, partial semestering, etc.)
- r) specialized city programs - i.e., special commercial, arts, dramatic arts, adult programs, correspondence courses
- s) summer and evening schools
- t) special education
- u) exemptions
- v) provincial certificate
- w) the small secondary school
- x) student evaluation

REACTIONS TO O.S.I.S.

The initial reactions to O.S.I.S. are that:

- . O.S.I.S. as an implementation document is a sincere attempt to reflect the philosophy of Issues and Directions, S.E.R.P. and R.O.S.E.
- . O.S.I.S. provides continuity throughout the Intermediate Division.

However, further analysis of the document surfaces the following concerns:

- . The increased number of mandatory subjects will have a negative impact on traditional option areas.
- . To expect Grade 8 and 9 students to choose paths, as implied by tracking, is unrealistic.
- . There is a great emphasis on Co-op programs and other out-of-school experiences such as the Linkage Program and Private Study, but no provision is made for their funding.
- . The timeline for implementation relative to the curriculum development that is required is unrealistic.
- . The document does not address the type of course requirements for admission to the C.A.A.T.S.'s.
- . The failure of the Ministry to make specific recommendations about the placement of the 5th English credit creates major organizational problems for school boards.
- . The decision to restrict the levels of difficulty for credits to three levels, (Basic, General, Advanced), thereby eliminating "Open Level" courses and Modified Programs, destroys valuable components of Composite and Vocational school programming.
- . O.S.I.S. is inconsistent in its philosophy. It states that students should be encouraged to explore optional areas while at the same time it mandates more compulsory subjects and also allows for exemption from compulsory subjects.

Submitted by: The R.O.S.E.
Steering Committee

Chairman: A. J. Krever,
Director of Education

PLACEMENT OF COMPULSORY SUBJECTS

- Note: 1. Students with special talents or interests in a program are urged to start that program in Grade 9.
 2. There may be variations in the placement of Compulsory Basic Level Subjects.

COMPULSORY SUBJECTS	INTERMEDIATE DIVISION		SENIOR DIVISION	COMMENTS
	GRADE 9	GRADE 10	GRADE 11, GRADE 12 & O.A.C.	
ENGLISH (5)	X	X	X	- Fifth English credit may be chosen at any grade to meet the individual needs of the student.
FRENCH (1)	X			
MATHEMATICS (2)	X	X		
CANADIAN GEOGRAPHY (1)		X		
CANADIAN HISTORY (1)		X		- At least <u>ONE</u> of these 4 must be selected in Gr. 9.
PHYSICAL AND HEALTH EDUCATION (1)		X		
SCIENCE (2)		X	X	- Intermediate Science must be a Grade 9 course, but may be selected in Grade 9 or 10. A second Science may be Grade 10 or a Senior Division course.
SOCIAL SCIENCE (1)			X	- May be chosen from the designated courses in the following Departments: Business, Family Studies, Geography and History.
ART/DRAMATIC ARTS/MUSIC (1)			X	
BUSINESS/TECHNICAL (1)			X	

SUGGESTED MINIMUM CORE PROGRAM FOR ALL COMPOSITE SCHOOLS - GRADE 9 AND 10

Some courses are offered only at the "4" level in Grade 9. This placement is to reflect the philosophy that these courses are designed to be exploratory in nature.

SUBJECT	Placement	
	Grade 9	Grade 10
Art	AR 141	AR 241/251
Business	BU141 TY 141	AC 241/251 TY 241
(1) Computer Studies		CC 241/251
(2) English "5th" Eng. Credit →	EN 131/141/151 EN 135/145/155	EN 231/241/251 EN 235/245/255
Family Studies	FS 141	FS 241/251
Geography	GE 141/151	GE 241/251
History	HY 141/151	HY 241/251
Languages	FR 141/151	FR 241/251
Mathematics	MA 131/141/151	MA 231/241/251
(3) Music	MU 141/151	MU 241/251
(4) Physical & Health Education	PH 141 PH 142	PH 241/243 * PH 242/244 *
Science	SC 141/151	SC 241/251
(5) Technical	TE 141/142 or TE 143/144	AU 241 DR 241 EY 241 MS 241

Notes: - (1) Placement is in anticipation of expected Ministry and Board curriculum changes.

- (2) . As in (1)
 . It is expected that the basic level ('3') course will be available to composite schools
 . The 5th English Credit will be designated by the 3rd digit in the course code
 . Principals will determine at which grade, senior or junior, the 5th credit will be offered

- (3) . MU 141 - Beginning Instrumental
Designed for students without instrumental music background in elementary
- . MU 151 - Experienced Instrumental
Designed for students who have been enrolled in an Elementary Instrumental Program
- (4) . PH 141 - Boys' Physical and Health Education
- . PH 142 - Girls' Physical and Health Education
- . PH 243/244 - A compulsory credit in Boys'/Girls' Physical and Health Education for students who only wish to meet the O.S.S.D. diploma requirements. The course is designed to provide basic information required for daily living as it relates to interpersonal relationships, alcohol and drug education, and decisions necessary for a healthy life-style
- (5) . TE 141/142 - Technical exploratory packages of 2 courses each (bimestered)
- . TE 143/144 - Technical exploratory packages of 3 courses each (trimestered).

* The proposal for PH243/244 will be presented to the Composite Curriculum Committee this September.

BOARD OF EDUCATION FOR THE CITY OF HAMILTON

D R A F T

SUGGESTED MINIMUM CORE FOR ALL COMPOSITE SCHOOLS

GRADE 11 AND 12

Submitted Sept. 15/83

SUBJECT	PLACEMENT	
	GRADE 11	GRADE 12
(1) ART	AR 341/351 AR 442 (no prerequisite or experience in with the Grade 12's)	AR 441/451 AR 442/452
(2) BUSINESS	AC 351 CC 341 CC 352 CL 341 MK 341 MM 341 OC 341 SH 342	BM 441 OC 441 Practice Office "General Business" Endorsement
(3) COMPUTER STUDIES	CC351	
(4) ENGLISH "5th" Eng. Cr. →	EN 331/341/351 EN 335/345/355	EN 431/441/451 EN 435/445/455
(5) FAMILY STUDIES	Student chooses combination of two *FC 349 (Parenting) *FS 359 (Child Development) *FW 359 (Family & World Nutrition) FT 349 (Family Textiles) *Social Science Grouping	for a credit from: FH 449*/459 (Family Housing) *FS 449 (Family Relationships and Resource Management)
(6) GEOGRAPHY	GE 342/352*(Physical) GE 341/351**(Human) *must be run; may be at one or two levels or stacked. **one of these three must be run in to decide.	GE 442/452*(Urban) GE 441**(Regional) *must be run; may be at one or two levels or stacked.
(7) HISTORY	HY351 MN341	HY451 EC441
(8) LANGUAGES	FR 341/351	FR 441/451

SUBJECT	PLACEMENT	
	GRADE 11	GRADE 12
(9) MATHEMATICS	MA 341/351	MA 441/451
(10) MUSIC	MU 341/351	MU 441/451
(11) PHYSICAL & HEALTH ED.	PH 341/342	PH 441/442
(12) SCIENCE	PY 341/351	CH 441/451
(13) TECHNICAL	AU 341/342 or AU 340 DM 341/342 or DR 340 EY 341/342 EX 341 or EY 340 MS 341/342 or MS 340	Any two specializations plus singles in the remaining subjects. AU 441/442 or AU 440 DM 441/442 or DR 440 EY 441/442 EX 341 or EY 440 MS 441/442 or MS 440

(B) COURSES WHICH MUST BE RETAINED IN EACH AREA/THE SYSTEM.

SUBJECT	GRADE 11	GRADE 12
(1) ART	SA 341 Drawing & Painting SA 342 3 Dimensional SA 343 Photography SA 344 Graphics AR 352 Canadian Studies at Westdale NOTE: Pre-requisites; for SA 341 - SA 241, for SA 342 - SA 242 for SA 343 - any gr. 10 for SA 344 - any gr. 10	SA 441 Drawing & Painting SA 442 3 Dimensional (Sculpture) SA 443 Photography SA 444 Graphics NOTE: Pre-requisites: for SA 441 - SA 341 for SA 442 - SA 342 for SA 443 - SA 343 for SA 444 - SA 344
(2) BUSINESS EDUCATION		AC 441 BE (Business English) 441 (?) CC 441 (?) CC 452 MK 441 MK 442 (??) MM 441 OC 442 (?) SH 442 TC 442 (??) - Plus Business endorsements in Accounting, Marketing and Secretarial. - School store (in conjunction with MK 441)
(3) COMPUTER STUDIES		CC 451
(4) ENGLISH	The 5th English Credit will be designated by the 3rd digit in the course code. Principals will determine at which grade, senior or junior, the 5th credit will be offered.	
	TA341	TA441
(5) FAMILY STUDIES	<u>Specialized</u> *FS 331 (Teens & Children)-voc. ZF 341/342/343 WA 341/342/343	*FS 442 (Effective Living) - expanded <u>Specialized</u> FS 431 (Teens & Children) - voc. FS 443 (Family & Community Health Co-op) ZF 441/442/443 WA 441/442/443
(6) GEOGRAPHY		

SUBJECT	GRADE 11	GRADE 12
(7) HISTORY	HY 341	PO 441 HY 441
(8) LANGUAGES	GR 351 LA 351 *IT 351 *In two schools in the system (above and below the mountain)	GR 451 LA 451 *IT 451
(9) MATHEMATICS	MA 343 MA 361 MA 331 Courses which should be <u>available</u> to students in each area (possible at a local Vocational Secondary School).	MA 443 MA 461 MA 431
(10) MUSIC	MU 344 (vocal) MU 355 (strings)	MU 444 (vocal) MU 455 (strings)
(11) PHYSICAL EDUCATION		
(12) SCIENCE	BY 351/341 SC 341	CH442
(13) TECHNICAL	Certain subjects: woodworking and building construction, architectural drafting, instrumentation, environmental systems, and plumbing exist in one or more schools and should, in most cases, be considered minimum core for their respective schools. Computer technology is pending. "340" and "440" are submitted as reasonable alternatives to current open level ("301, 401") courses.	

S.S.G.D. → O.S.S.D.

1983 -84	1984 -85	1985 -86	1986 -87	1987 -88	1988 -89	1989 -90
9	10 Cert. of Educ.	11	SSGD 12	→ 13 SSHGD	→ →	→ →
	9	10	11	12 OSSD		
		9	10	11	12 OSSD	

Notes:

- A. 1. Student entering grade 9 in 1983 will be eligible to graduate with SSGD or SSHGD in 1987 or 1988
 2. Student entering grade 9 in 1984 will be eligible to graduate with OSSD in 1988 or in exceptional cases 1987
 3. Student entering grade 9 in 1985 will be eligible to graduate with OSSD in 1989
 4. 1988 graduates may receive OSSD or may be completing SSGD or may be completing SSHGD
 5. Repeat credits offered in September of 1987 to grade 12 students and repeating grade 13 students will be OACs or old credits
 6. Some SSHGDs will be offered in 1989 and finally in June of 1990
 7. Some SSGDs will be offered in 1988 and finally in June 1989
 8. Last Certificate of Training will be offered in June of 1987
 9. The Certificate of Education will be available on application as of June 1985
 10. The existing Grade 13 courses will qualify towards the OSSD until they are replaced by the appropriate guidelines/documents.
 - B. During this transition phase there will be increased responsibilities for both Principals and Guidance Counsellors to clarify to students the options they have regarding the type of diploma and the time required to obtain that diploma.
- Although the OSSD is obtainable in 4 years, it should be made clear to students that it may be of advantage to them if they have special interests/specific career goals to study for longer than 4 years and obtain more than the minimum 30 credits.

Education Centre,
100 Main Street West,
HAMILTON, Ontario.
1984 06 20

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

RE: TECHNICAL EDUCATION IN HAMILTON: AN INTERIM REPORT

BACKGROUND:

The Technical Education Review Committee was established in February, 1984.
The rationale:

A significant decline in numbers of students selecting technical courses for the 1984-85 academic year is now apparent in Hamilton as it is in most areas of Ontario.

It is the expectation of the Ministry, as set forth in the draft guideline Intermediate and Senior Technological Studies 1984 that..."boards shall initiate review and planning activities in the area of technological studies..."

The issues:

- . changing emphases of technological studies
- . staff development/retraining
- . the provision of resources
- . programme alternatives.

The parameters of the Committee were established in the document, A Review of Technical Education in Hamilton (see Appendix I).

To date, the membership has included representatives from Ontario Vocational Education Association, O.S.S.T.F., Hamilton Industrial Arts Teachers' Association, the technical heads, Co-op Education Department, Family Studies, vocational secondary schools and Mohawk College. Shortly it will include representatives from industry.

WORK TO DATE:

The full committee has held eleven meetings between March 6 and June 18, 1984. Seven personal presentations were heard from: the Director, two principals, one Ministry of Education official, one curriculum supervisor, two Technical Heads of Department and one teacher.

Four sub-committees were established:

1. Survey - Working with O. Jackson, Supervisor of Research Services, this committee completed a survey of perceptions and attitudes of Grade 8 and composite students; parents; and secondary staff. O. Jackson's summary is attached as Appendix II.
2. Research - Examining current research and summarizing submissions was the job of this committee. To date, a total of 27 submissions have been received -- three from Heads of Departments, eleven from individual teachers, two from technical departments, four from subject roundtables, one from a curriculum supervisor, two from Mohawk, one from a principal, one from the Ontario Vocational Association, one from Hamilton Industrial Arts Teachers' Association and one from Hamilton Technical Heads' Association. Key concepts have been identified for the committee.
3. C.A.A.T. - G. Brooker, Registrar of Mohawk College, has acted as our liaison with this committee.
4. Program - This group reviewed existing program structure and presented a draft copy of the "Purposes of Technical Education" in Hamilton. These were finalized by the Technical Review Committee and are presented as Appendix III.

DIRECTIONS ADDRESSED:

The initial work of the Survey and Research committees has been the focus to this point. As a result, philosophy and purposes of the technical program have been set and the following directions have become clear:

- . The Grade 9 option sheet needs to be designed to give a balanced support to the optional subjects. There is an Option Sheet Committee with this responsibility.
- . There is a need for funding in the near future to provide for teacher updating in business and industry.
- . There is an increasing need for greater awareness about Technical Education both in the feeder schools and in the community. A concerted effort must be made in the area to publicize the value of technical education. It is believed that Guidance has an important role to play in furthering an increased awareness amongst students about careers in the Technical area.
- . There is a need to investigate ways of introducing modular packaging including other subjects as well as Technical.
- . It is desirable to offer some Technical courses at the advanced level of difficulty.
- . It is also desirable to allow individual schools to develop and pilot innovative courses.
- . Piloting of computer technology courses should be undertaken as soon as possible.

DIRECTIONS TO BE TAKEN IN THE FALL

Now that the groundwork has been completed, the next phase will focus on program where several directions have already been identified:

- . Consolidate the technical curriculum for the purpose of streamlining programs by such means as clustering courses, modular packaging, and course deletion.
- . Investigate the need for new courses to meet community needs and the changing economy through greater involvement of industrial and business representatives.
- . Examine the validity and structure of the subjects in the manufacturing group, especially mechanical drafting and machine shop. Industrial participation is vital.
- . Provide avenues for technical teachers to gain the necessary academic qualifications to become more flexible in the system.
- . Explore initiatives to make Linkage I (school and industry) a reality in those careers where this is feasible, and encourage the establishment of Linkage II (secondary school and C.A.A.T.) curriculum interface.
- . Established a long-term planned budget to incorporate requirements for equipment relative to changing technologies and the rejuvenation of existing facilities.

RECOMMENDATION:

This report is submitted for information.

Prepared and submitted by: J. Morse, Administrative Assistant
B. Brace, Supervisor, Technical Education

Approved by: A. Krever, Director of Education

That a Technical Education Review Committee be established immediately.

1. MANDATE:

- a) to determine:
 - . parent, teacher, student attitudes towards technological education
 - . through analysis, why some programmes remain strong and viable
 - . the needs of students now choosing technological courses
 - . for this community those courses which belong in secondary schools and those rightfully in colleges of applied arts and technology
 - . funding possibilities not presently being tapped
 - . those issues, recommendations from extant research and studies to be used in this study.
- b) to recommend on:
 - . the efficacy of our present fully composite school concept
 - * should full programmes be offered in all schools?
 - * what technical programmes must be offered in all schools?
 - * what shops may no longer be viable?
 - . staff development/retraining for technical teachers
 - . provision of resources
 - . building a stronger link with the world of work
 - * work experience
 - * co-op
 - * Linkage I
 - . the place of adult students in our shops
 - . priorities in becoming involved in the "new technologies" - computers, microelectronics,...
 - . viability of advanced and basic courses in technical education in composite schools
 - . procedures and timelines for updating shops
 - . a statement of purpose for the system
(see page 10 Draft: Intermediate & Senior Technological Studies Guideline Part A)

2. RESPONSIBILITY:

The committee will report to the R.O.S.E. Committee, thence to Academic Council before June 1, 1984.

3. MEMBERSHIP:

The membership shall consist of:

- a senior superintendent
- two headmasters
- the supervisor of technical education
- a technical head
- the supervisor of research services
- a guidance head or the supervisor
- a representative from Mohawk College
- two representatives from industry to be named by the Industry Education Council

Clare G. W. McKague,
Superintendent,
Curriculum & Special Services

APPENDIX II: OPINION SURVEY REGARDING TECHNICAL EDUCATION

In response to a request by the Technical Review Committee, the Research Department analyzed the responses of elementary and secondary students, parents and secondary teachers regarding their opinions concerning technical education in Hamilton schools (1368 respondents in total).

In general, most respondents appeared to be supportive of technical education as they perceived it to be in the spring of 1984. The principle findings are summarized below.

- (1) Technical teachers should have related trade experience.
- (2) Where possible, schools should offer a broad variety of technical programs.
- (3) Technical programs should be available at different levels of instruction.
- (4) Technical programs should be available to both boys and girls.
- (5) Some packaging at lower secondary grades is seen as appropriate.
- (6) Respondents were not supportive of the concept that technical subjects should be more exploratory and less job related than they are at present. By implication, technical programs should retain as much "job focus" as possible.
- (7) Parents' recommendations for their children's course selections to include technical subjects are not strong but it is very clear that parents do not insist that their children omit technical courses from their study programs where possible.

A number of issues are noteworthy because they did not develop strong feelings among the respondents.

- (1) Respondents did not object to nor did they support transportation to facilities outside their home schools.
- (2) Respondents did not strongly request "high-technology" programs involving robotics and microcomputers.
- (3) Respondents are neither supportive or opposed to multipurpose shops.
- (4) Respondents are neither supportive nor opposed to highly sophisticated technical centres being developed in selected schools.

Some caution must be used in the interpretation of (3) and (4) as respondents are not evenly distributed on these two issues. Male students (who take the technical programs) are clearly not supportive of technical centres or multipurpose shops.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTONPURPOSES OF TECHNICAL EDUCATIONFOR ALL STUDENTS, MALE AND FEMALE:

To develop useful generic skills (psycho-motor, cognitive, affective) through experiential learning. This purpose equally includes both:

- . the exposure to the wide variety of technical subjects as one means of assisting the student in establishing future career aspirations, and
- . the developing of basic avocational skills which will provide base for future leisure and hobbies and future home maintenance competencies.

To develop an understanding of, a positive attitude toward, and a respect for:

- . work
- . good safety habits
- . co-operation with fellow workers and superiors,
- . the place of technology in fostering aesthetics
- . pride and satisfaction in the creation of excellence through quality workmanship

AS WELL, FOR SOME STUDENTS, MALE AND FEMALE:

To prepare for future occupations and further education by concentrating their studies in a specific field of technology.

To prepare for future occupations and further education by exploring various fields of technology.

To provide experience, in the senior division, in the new technologies in such general and/or advanced level courses as:

- . computer assisted design (CAD)
- . computer assisted manufacturing (CAM)
- . computer technology

1984 06 13

To The Chairman and Members
Education Management Committee
The Board of Education for the
City of Hamilton
100 Main Street West
Hamilton, Ontario
L8N 3L1

Ladies and Gentlemen:

RE: ALTERNATIVE EDUCATION PROGRAM/SCHOOL (ALTER-ED.)
.....A PROGRESS REPORT

INTRODUCTION:

Alter-Ed. has now completed over two full years of operation. Included in last year's report to E.M.C. (83-06-13) was a review of student registrations and retirements. A summary of the statistical data for the full two years is attached to this report (see Appendix I).

For Module #4 (April, 1984), there were more student applications than could be accommodated. Of the 34 interviews, 26 students were admitted to the program. In effect, this resulted in a total enrolment of 60 students (8 over capacity). Factors allowing the staff to accommodate this number of students included S.A.L.E.P., itinerate teacher assistance, partial attendance, use of other school facilities and the co-operative education program.

ADMISSION PROCEDURES/REFERRALS:

During the past two years, changes and refinements have been incorporated into the admission procedures. Although originally established to assist in the selection of candidates, the process has become very valuable for purposes of orientation.

Referrals are initiated by the principal or guidance counsellor at the school at which the applicant is in attendance. As well, more and more students are making independent enquiries. Enquiries of a special nature are made through the Area Superintendent who has jurisdiction over the Alter-Ed. program.

Following each referral or independent enquiry, an information interview is arranged. This involves the prospective student, the parent(s)/guardian(s) and a staff member. If the student feels that he/she is prepared to make a commitment to the program, an official application is submitted.

An "Admission Interview" is arranged for a time convenient to the student and parent(s)/guardian(s) on one of the two days set aside each module for that purpose. During the April 1984 interviews, two interview teams conducted 34 interviews. Students are made aware of their position on the day following the final interviews. This is followed by an orientation program before the new module begins.

ACADEMIC ACHIEVEMENT:

The success of the program cannot be measured by academic achievement alone. Such data must not be examined in isolation, rather it becomes more meaningful when considered as a part of the total growth and development of each individual. Having said this, it must be recognized that this is the only objective data which is available. Information concerning credits accumulated is contained in Appendix II. Included with this information are the facts relative to the success rate of students returning to composite secondary schools from Alter-Ed. It is the sincere belief of the staff that this data, though general in nature, does demonstrate that significant academic gains are being made by students at Alter-Ed.

TYPES OF STUDENTS:

Students enter Alter-Ed. for a variety of reasons. It may prove useful to identify some particular groups of students.

A. Students of Compulsory School Age:

- Group One: - make serious efforts to achieve academic success
- have an inability to deal with large numbers of people or large institutions
- exhibit a negative approach to pressure
- need individual assistance
- have parental support in most cases

- Group Two: - demonstrate an inability/unwillingness to respond to even a more conducive setting
- have little or no parental support because of a lack of stability in the home
- have many unsatisfied personal needs which limit their academic performance
- appear to direct their energies almost exclusively to dealing with real or imagined crises in their personal lives

B. Students Beyond Compulsory School Age:

- some have experienced over 2 years of school failure
- developmental tasks of adolescence often interfere with school work (some need additional support during this transitional period)
- a few students have been out of school for one or two years and are only 2-3 credits away from graduation (easily able to complete their work).
- Alter-Ed. is the last hope for some students
- graduation may not be a realistic goal for many of these students
- they are not ready for post-secondary institutions
- many are attempting to live independently

A REPORT ON THE ALTER-ED. PROGRAM, 1982-83:

Research Services completed a rather informative report, a part of which has been included as Appendix III. Actual student comments have not been included in this report at this time though they are available through the Supervisor of Research Services.

PARENT COUNSELLING:

A rather unique relationship has begun to develop between the parents and the staff of Alter-Ed. More and more, parents are coming to realize that allowing their children to manipulate them really prevents positive growth and improved relationships from taking place. By supporting the parents and helping them to cope, the latter reciprocate and assist the Alter-Ed. staff. In short, the parents come to the realization that to solve problems, everyone must be involved....the student, the parent and the teachers.

The staff constantly works at convincing parents to work toward a middle ground attitude. Even when parents realize that some manipulation is taking place, they must still show their love and care and not simply terminate the relationship. At the same time, it is imperative that parents not allow the teens to simply walk on them and make excessive demands. Parents and staff must and do demand certain change by the teens.

This planning of strategies by the staff with the parents assists the latter in designing means of dealing with the teens without destroying relationships because of anger and frustrations which may have been building for three or four years. The emphasis must be on the positive in order to achieve some success. This whole area of parent counselling has been one of the most interesting developments in the program over the past two years.

THE FUTURE OF ALTERNATIVE EDUCATION IN HAMILTON:

The Alter-Ed. Steering Committee has addressed the issue of the future of alternative education in Hamilton on a number of occasions. It is anticipated that the following recommendations will be presented to the Board in the near future:

1. That there be two alternative education locations, one located above the escarpment and one below the escarpment.
2. That the above-the-escarpment location be able to accommodate 70 students while, in its initial stage, the below-the-escarpment location be able to accommodate 35 students.
3. That, in order to offer a maximum number of courses in each program, the staffs of each school be interchangeable throughout the school year.

Specific information (i.e. timelines, locations, curriculum, budgetary consideration) will be contained with final recommendations.

PROGRAM LEADER'S COMMENTS:

Megan Lawrence has operated as program leader of Alter-Ed. since its inception on 82-04-01 until her retirement at the end of this school year. Perhaps it may be appropriate to conclude this report with Ms. Lawrence's personal comments (as listed in her final report to the Alter-Ed. Steering Committee).

"I would like to conclude on a personal note since this will be my last report. I am grateful for the opportunity I have had to assist in this educational innovation. I cannot properly express my appreciation to the staff members. We have indeed worked as a team. The members of the Steering Committee have given moral support and many good suggestions and direction.

The Area Superintendent has provided for us that great combination of support and autonomy which has allowed us to experiment, so that the program grew, changed and matured during the past two years.

May the future be bright for all those who labour together in alternative education in Hamilton."

This report is presented for information only.

Prepared and Submitted by: D. Rothwell, Area Superintendent of Education

Approved by: A. Krever, Director of Education

/cm

APPENDIX I

1982-1983

STATISTICS

REFERRING SCHOOLS

SCHOOL	MODULE ONE	MODULE TWO	MODULE THREE	MODULE FOUR
A	3	2	3	3
B	3	2	3	4
C	1	1	3	1
D	2	2	6	6
E	2	3	2	3
F	1	2	2	3
G	5	6	14	10
H	2	2	2	2
I	3	4	2	2
J	3	5	3	5
K	1	1	0	0
Sub-total	28	30	40	39
Cool School	0	1	1	2
Separate	0	2	2	1
Vocational	1	0	1	2
Workforce	0	0	1	2
Out-town	2	3	4	4
Sub-total	3	6	9	11
TOTAL	36	36	49	50

APPENDIX I

STATISTICS

1982-1983

AGE AND SEX

AGES	MODULE ONE	MODULE TWO	MODULE THREE	MODULE FOUR
13	3	3	3	2
14	5	10	8	13
15	11	11	19	14
16	9	8	10	9
17	2	3	2	7
18	1	1	7	4
19				1
20				
SEX	MODULE ONE	MODULE TWO	MODULE THREE	MODULE FOUR
M	12	18	27	27
F	19	18	32	23
TOTAL	31	36	49	50

APPENDIX I

STATISTICS

REFERRING SCHOOLS

SCHOOL	MODULE ONE	MODULE TWO	MODULE THREE	MODULE FOUR
A	5	7	8	9
B	1	1	2	3
C	1	1	0	0
D	4	2	3	4
E	3	2	2	3
F	1	2	4	4
G	8	6	5	9
H	0	2	3	3
I	0	0	1	2
J	5	10	11	7
K	3	4	7	6
Sub-total	31	37	46	50
Cool School	3	2	2	1
Vocational	2	1	1	1
Out-Province	0	1	1	1
Out-Town	3	1	4	7
Out-School	5	8	1	0
Workforce		1		
Sub-total	13	14	8	10
TOTAL	44	51	54	60

APPENDIX I

1983-1984

STATISTICS

AGE AND SEX

AGES	MODULE ONE				MODULE TWO				MODULE THREE				MODULE FOUR		
	M	F	T		M	F	T		M	F	T		M	F	T
13															
14									1		1		1	3	4
15	1	4	5		3	6	9		3	6	9		1	7	9
16	11	5	16		6	6	12		4	6	10		8	6	14
17	5	5	0		7	8	15		6	7	13		5	8	13
18	4	4	8		5	5	10		5	7	12		6	4	10
19	1	2	3		0	2	2		1	3	4		3	1	4
20	1	1	2		3	0	3		4	0	4		4	2	6
21															
22									1		1		1		1
TOTAL	23	21	44		24	27	51		25	29	54		29	31	60

ACADEMIC ACHIEVEMENT

A. At Alter-Ed

Module	Credits Completed in One Module	Completion from a previous module	Total Completion
Module Two Sept-Nov/82	11	1	12
Module Three Nov-Feb/83	14	11	25
Module Four Feb/Apr/83	20	18	38
Module Five Apr/June/83	21	18	39
Module Six Sept/Nov/83	15	2	17
Module Seven Nov-Jan/84	24	6	30
Module Eight Feb-Apr/84	20	5	25
Module Nine Apr-June/84			
TOTALS	125	61	186

B. On Returning to Composite School - September 1983

Credits Achieved 1st Semester

Students Enrolled - 11
 Students Completing
 Semester One - 10
 Credits Attempted - 35
 Credits Achieved - 30

APPENDIX III

A REPORT ON THE ALTER-ED PROGRAM
HAMILTON BOARD OF EDUCATION
1982-83

The Alter-Ed Program operated by the Hamilton Board of Education began in April, 1982 with thirty students. The principal objective of the program is to provide educational opportunity to students who would, in all likelihood, experience failure in their current school programs. The program operates on a four module year permitting students to have a "fresh" beginning in September, November, February or April. The main focus in student-teacher relationships is personal contact and counselling. Over the two years that this program has been in operation the enrolment has usually been about thirty to thirty-five students. The staff started at three in April, 1982, and has remained at that level to June, 1983.

This report, on the opinions of students participating in the Alter-Ed Program, is based on questionnaire reponses of students attending the program in 1982-83. In all, thrity-five students returned questionnaires. Students were asked questions in seven major categories as listed below.

- A. General Information
- B. Academic Performance
- C. Instruction and Evaluation
- D. Relationships
- E. Personal Growth
- F. Admission to the Program
- I. Additional Comments

The students' responses were analyzed according to the seven fields listed above. Each group of responses was summarized and a report summary was also completed.

SUMMARY OF THE QUESTIONNAIRE
PART A: GENERAL INFORMATION

In response to the question, "Why Alter-Ed?", virtually all students indicated that problems had existed at their previous schools. Most students indicated that they were not surprised with the program at Alter-Ed and that they found the situation to be refreshing and helpful to them. Most students indicated that the teachers were available and supportive in academic and in personal matters.

When asked if they accomplished at what they had set out to do nineteen of the thirty-five respondents (51%) indicated that they had. Fourteen indicated that they had not. Reasons why students answered "No" centred on lack of personal initiative and overly optimistic goals. Further, twenty-five students (71%) indicated that, if they were to start over, they would work harder.

SUMMARY OF THE QUESTIONNAIRE
PART B: ACADEMIC PERFORMANCE

Academic performance at Alter-Ed is seen by the respondents as superior to their performance in regular schools in a broad range of criteria. Most responding students report that their academic performance at Alter-Ed is superior to their performance in previous schools. In addition, most students report an improved attitude towards academic work and towards such things as attendance and punctuality.

PART C: INSTRUCTION AND EVALUATION

Over eight percent of the students reported that their instruction had been provided in varied ways (group instruction, individual consultation, independent study). Most students indicated that individual assistance was frequently provided and was perceived by the students as very valuable, (the major difference from regular schools). Most students indicated that they were quite content with the teaching methods and had no suggestions for improvements. When asked about changes in the evaluation process, only three of the thirty-five students offered suggestions, the others indicated that changes were not necessary.

PART D: RELATIONSHIPS

Most students remarked on the friendly atmosphere at Alter-Ed, the opportunity to get to know most students well, and the generally open relationships with the staff. Over seventy percent of the respondents indicated that they had made close friends at Alter-Ed. A majority of the students were supportive of the "community" concept fostered by the staff. Students indicated that they felt it was important to assist others to feel accepted and that it was important to take care of the facilities of Alter-Ed. They were less supportive of assisting other students in the program with school work.

Relationships with the teaching staff were very good. Students strongly believed that the teachers cared about them and that teachers were available to them for assistance with academic work and with personal matters.

PART E: PERSONAL GROWTH

Respondents believe that the Alter-Ed program has helped them become more responsible, better able to make decisions and use freedom wisely. To a lesser extent, the program has helped them to learn to use them wisely and to participate in group decision making.

PART F: ADMISSIONS TO THE PROGRAM

It is interesting to note that most of the criteria which students identified as necessary for admission are so positive that, if the entering students held those characteristics, the program would be unnecessary. One interesting suggestion regarding student admissions is that "veteran" students should assist in the orientation.

SUMMARY OF THE QUESTIONNAIRE
PART G: PLANS FOR NEXT YEAR

Most students who intend to pursue further education indicated that they wish to return to Alter-Ed in the fall.

GENERAL SUMMARY

Comments in the returned questionnaires indicated that a very wide range of ability and achievement is present in the student body of Alter-Ed. Some comments are very poorly written in style, spelling, content and penmanship while others are very perceptive and well written. Virtually all respondents indicated, at one place or another, that their previous school experience has been difficult; some students also allude to difficult experiences at home. It is clear that most of these students, if not all, have not been successful in the past and would not likely be successful in the future in traditional secondary schools. Language which people use to express themselves often gives clues to their life style and ability. As a group, these students use far more abbreviations (with apostrophes) than any other student group returning questionnaires to this department in the past; whether this indicates an attempt to reduce work or improve efficiency of communication is difficult to decide but it is clear that the style of writing of these students is distinctive.

It must be observed that, often, these students made strong statements in one section of their questionnaires and contradictory statements elsewhere. Of particular significance is the issue of student freedom. Many students indicate strong support for the student freedom at Alter-Ed while, at the same time, they indicate that the program needs more formal structure and rules of behaviour.

Of particular importance to the students is the availability of teachers to interact one-on-one. Virtually all students, at one place or another in their questionnaires, indicated that close personal contact with staff is vital to their success in school. In addition, the opportunity for students to increase their own feelings of net worth and self esteem is viewed as available and essential. Also, students indicate that the flexibility of organization permits various levels of interaction: Some students indicate that high social involvement created academic problems in other schools which were solved with less social interaction at Alter-Ed while others indicated that increased opportunity was available (and appreciated) for social activity.

In conclusion, it must be stated that the Alter-Ed program is solidly supported by the large majority of the responding students who feel that, without the program, their formal education would have ended some time ago.

REPORT OF THE

FRENCH LANGUAGE ADVISORY COMMITTEE

Present: Mr. H. Paquin (Chairman);
Trustees Varrasso, Vine and McMurrich; Mesdames Barker, Garon and
Lapointe; Messrs. Desmarais and Lord.

Also Trustee Clarke;

Present: Mr. R. Davidson, Supervisory Officer, French Language, Ministry of
Education.

Officials

Present: Mr. J. Penner (Deputy Business Administrator),
Mr. R. Kennedy (Area Superintendent),
Mr. A. J. Molineux (Assistant to the Business Administrator).

The Committee recommends:

PART I

(a) That the French Language Advisory Committee recommends to the Board that with the change in status of the Southmount building, and the added responsibilities placed upon the principal of G.P. Vanier, the position be examined, and any necessary steps be reviewed to accommodate the new responsibilities.

Mr. H. Paquin,
Chairman.

Committee Room,
1984 06 20.

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1984 06 25.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART II

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following teachers be appointed to the Probationary Staff, effective 1984 09 01:

Mrs. Linda Blunsdon (.5)	Mrs. Darlene Owen
Mrs. Theresa Cardy (.5)	Miss Anna L. Pillinini
Mrs. Dale Cornish	Miss Helen Senson
Mr. Ervin Hildebrandt	Mrs. Priscilla Skoropada
Mr. Allan A. Moorhead	Miss Heather Thomson (.5)
Mrs. Linda Moreton	Miss Laurie Waller
Mr. Keith Muldoon	Mrs. Kathleen Watters

(b) That the following teachers be re-appointed to the Probationary Staff, effective 1984 09 01:

Miss Patricia Allan	Mrs. Marlene MacNab
Mrs. Jean M. Barber	Mrs. Rhoda Oates
Mrs. Paula E. Beck (.5)	Mrs. Deborah Ondercin-Bourne
Mrs. Patricia R. Brown (.5)	Mrs. Barbara Pearson
Mr. Bruce Buffett	Mrs. Linda M. Ridos
Miss Marjorie Christie	Miss Debra L. Simpson
Mrs. Sandra M. Cole	Mrs. Deborah A. Smith
Mrs. Rhonda Findlay-Panasdir	Mrs. Carrie A. Tyrosvoutis
Miss Debra-Ann Kumita	Mrs. Barbara Williams
Mrs. Michele Miles	

(c) That the following teachers be appointed to the Permanent Staff, effective 1984 09 01:

Mrs. Susan M. Banks	Mrs. Bonnie S. Munn
Mrs. Mildred E. Fair	Mr. Ronald M. Rieger
Mrs. Marilyn P. Hladun	Mrs. Janice K. Robertshaw (.5)
Mrs. Linda D. Klein	Mrs. Penny J. Rundle
Mrs. Sharon J. MacDonald	Mrs. Joanne J. Smees (.5)
Mrs. Wendy I. Maloney	Mrs. Elizabeth Verrall
Mrs. Nancy J. Martindale (.5)	Mrs. Susan D. Warriner

(d) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Miss Sandra E. Easterbrook, 1984 05 09 to 1984 06 28

Mrs. Colleen Hanna, 1984 05 16 to 1984 06 28

Mrs. Judith E. Sutton, 1984 05 14 to 1984 06 28

(e) That the following teachers be transferred from the Probationary Staff to the Permanent Staff, effective 1984 09 01:

Mrs. Donna Anderson	Mrs. Ann Marie Marion
Mrs. Karen R. Andreychuk	Mrs. M. Alex Mazza
Mrs. Sharon Avery	Mrs. Kay E. Paquette
Mrs. Elizabeth Brennan	Mr. Randall Peaker
Mrs. Donna Chalkley	Mrs. Barbara L. Plunkett
Miss A. Tina Falbo	Mrs. June Ruttan
Mrs. Kathleen R. Henderson	Mr. Robert S. Ungar
Mrs. Nancy E. Jones	Mrs. Diane S. Wolven
Mrs. Jacqueline A. Longden	

(f) That the appointments of the following teachers, approved at previous meetings, be changed to become effective as shown:

Miss Maria Carbone, 1984 04 03 to 1984 06 28

Mr. James Geier, 1984 01 23 to 1984 06 28

Miss Helen Senson, 1984 04 13 to 1984 06 28

Miss Laurie Waller, 1984 01 23 to 1984 06 28

(g) That Miss Susan Hildreth be returned from Leave of Absence and assigned duties as Principal of an Elementary School, effective 1984 09 01.

(h) That the following teachers be returned from Leave of Absence and assigned teaching duties, effective 1984 09 01:

Mrs. Barbara Brown	Mrs. Laurie McMurray (.5)
Mrs. Kathryn Brownlow (.5)	Mrs. Anne Marie Metford
Mrs. Suzanne E. Caudle (.5)	Mrs. Kari Morrow-Floren
Mrs. Katherine R. Conway	Mr. Allan Mutart
Mrs. Janice Coulson	Mrs. Karen Napper (.5)
Ms. Donna S. Edington	Mrs. Marianne Parfitt (.5)
Miss Mary Lou Gitschner	Mrs. Katherine Pelletier
Mrs. Penny Gumbert	Mrs. Vera Rehill (.5)
Mrs. B. Kathleen Hann (.5)	Mrs. Lynda Sherwood (.5)
Mrs. Fotini Houlios	Mrs. Joanne Solley
Mrs. Marjory Ingrassia	Mrs. Nancy A. Tuk (.5)
Mrs. Janice Jamison	Mrs. Wenda Tulloch
Mrs. Barbara Jepson	Mrs. Janet Verhaeghe
Mrs. Diane Keesmaat (.5)	Mrs. Esther Viinikka
Mrs. Judy Lampman (.5)	Mrs. Patricia Watson (.5)
Mrs. Sylvia A. Mackrory (.5)	Mrs. Cathy Webster (.5)
Mrs. Mary Lou Mauro	Mrs. Joyce Whittle (.5)
Mrs. Christine A. McKerlie	Miss Diane Witty

(i) That the requests of the following teachers for Maternal Leaves of Absence, effective as shown, be granted in accordance with conditions governing Maternal Leave:

Mrs. Linda Kapoor, 1984 08 06 to 1984 11 30

Mrs. Anne Luxon, 1984 09 04 to 1984 11 02

Mrs. Ruth Roberts, 1984 09 04 to 1984 12 31

Mrs. Jane Wolfenberg, 1984 09 04 to 1984 11 30

(j) That the requests of the following teachers for extensions of their Leaves of Absence, effective as shown, be granted:

Mrs. Jessie Bullis, 1984 09 01 to 1984 12 31

Mrs. Mary Beth Doyle, 1984 09 01 to 1985 08 31

Mrs. Peppy Tew, 1984 09 01 to 1984 12 31

(k) That the request of Mrs. Jeannie Hughes (McLeod) for an extension of her Leave of Absence, effective 1984 09 01 to 1985 08 31, granted at the April Meeting, be rescinded.

(l) That the resignations of the following teachers, effective 1984 08 31, be accepted with regret:

Mrs. Sandi Levy

Mrs. Grace Watts

(m) That the following staff members be confirmed in their appointments to the position stated, effective 1984 09 01:

Mr. Kenneth Drake, Elementary School Principal

Mr. Larry G. Evans, Elementary School Vice-Principal

Mr. Gary Goodale, Elementary School Vice-Principal

Mr. Donald Oliphant, Elementary School Principal

Mr. Alan C. Scott, Elementary School Principal

(n) That the request of Miss Barbara Burns for an extension of her Loan-of-Service Agreement with the Department of National Defence, effective 1985 09 01 to 1986 08 31, be granted.

(o) That the following teachers be requested to take the Special Education or Guidance Part I Summer Courses, and that they be reimbursed for their registration fee of \$243.50 upon submission of proof of successful completion of the course:

Mrs. Jane Evans

Mr. Hal Hillgren

Mrs. Dorene Lee

Mrs. Anne Luxon

Mrs. Linda Pause

(p) That up to 15 students be permitted to attend the Hamilton Automobile Club Safety Patrol Training College, to be held at Trent University, Peterborough, 1984 08 27-31, at a cost to the Board not to exceed \$825.00.

(q) We regret to announce the death of Mrs. Heather Plenderleith, a teacher at Roxborough Park School, on Monday, 1984 06 18.

Superintendent of Curriculum and Special Services:

(a) That two teachers attend the "Ontario Association for Mathematics Education Leadership Seminar" to be held at Mississauga, Ontario, Wednesday evening, 1984 10 24 to Saturday, 1984 10 27 and that \$210.00 each be paid towards registration and expenses.

(b) That \$300.00 be approved to allow as many Family Studies teachers as possible to attend the "Ontario Family Studies Home Economics Educators' Association Issues and Insights '84 Conference" to be held at Toronto, Friday, 1984 10 19 and Saturday, 1984 10 20.

(c) That one teacher attend the "Ontario Physical and Health Education Conference" to be held at Geneva Park, Thursday, 1984 10 11 to Saturday, 1984 10 13, and that travel expenses be paid.

Associate Superintendent of Curriculum and Special Services

(a) That one teacher attend the Third International Conference on Augmentative and Alternative Communication to be held in Boston, Thursday, 1984 10 18 to Saturday, 1984 10 20 and that expenses be paid according to policy

Respectfully submitted,

A. J. Krever,
Superintendent of Operations.

ss

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1984 06 27.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

Re: Interim Report on Staffing in Elementary Schools for 1984-85

Throughout the months of May and June Area Superintendents have been working in conjunction with Supervisors of Curriculum and school principals to staff the elementary schools for the coming year.

In addition to the individual staff requests for transfers to different schools for additional experience and professional growth we are pleased to report that the 27 teachers and principals at Norwood Park and Ryckman's Corners Schools have been relocated to other schools.

Based on the enrolment predictions for September 1984, the following staffing details have been, or are being attended to by the staffing committee:

1. All probationary teachers who were given contract termination letters in May have been rehired.
2. Twenty-five teachers need to be hired or transferred from other teaching positions to fill additional places in:
 - French - core and itinerant
 - Music
 - Special Education
 - Itinerant Physical Education
3. Twenty classrooms have been closed and there are 0.8 fewer itinerant music and 0.5 fewer itinerant French teachers.
4. There were 386 teacher transfers made this year.
5. To date there have been 22 retirements, 60 leaves of absence and 9 resignations.
6. A concerted effort has been made this year to hire classroom teachers who are recent graduates of Teachers' College.
7. A final report, based on the September 30, 1984 student enrolment, will be made at the October Education Management Committee Meeting.

Recommendation:

That this report be received for information.

Prepared and submitted by: K. A. Rielly, Superintendent of Operations

Approved by: Mr. A. J. Krever, Director of Education

1984 06 22

To The Chairman and Members,
The Education Management Committee,
The Board of Education for the
City of Hamilton.

Ladies and Gentlemen:

MCMASTER TEEN PROJECT - INTERIM REPORT

The McMaster Teen Project involves the implementation of an educational program relating to human sexuality, which focuses on the development of problem-solving and decision-making skills in adolescents. A pilot project in two schools was undertaken to examine the value of providing such an educational program. A description of this pilot project follows.

Educational Program

In September, 1983, two senior public schools in the Hamilton Board of Education jurisdiction were randomly selected to participate in the pilot project. Two Grade 7 and 8 classes representative of student population within each school were included in the program.

A letter accompanied by a consent form was sent to families of the students to explain the program and invite parents to an information night. At the information nights held at each school, the investigators reviewed the objectives, format and content of the program. In addition, they answered questions and clarified concerns expressed by parents regarding the program content and its implementation.

The response to the program was encouraging in that of the forms returned, the consent rates for participation were 88% in one school, and 77% in the other. During the program there were no withdrawals, except those students who left the school. No parental concerns were expressed to the school principals.

The education program, delivered in small co-educational groups largely involved the discussion of typical situations encountered by adolescents. There were a total of ten sessions held during regular Physical and Health Education class times from January to April, 1984.

Tutor Preparation

The tutors who led these groups were the physical and health education teachers in the selected schools, a guidance teacher from one school, and public health nurses who worked in the schools, or were interested in participating in the program. In preparation for leading the student groups, each tutor was required to complete a 3-component program. First, the tutors were introduced to the 'problem-based learning approach' and the principles of small group dynamics. An important aspect of this program was the chance for the tutors to practise these skills in a setting where immediate feedback was available. Second, they were given the opportunity to clarify their own feelings and ideas and to become more comfortable with discussing the subject. Finally, they were given an orientation to the specific aspects of the educational program.

The tutors felt that the preparation sessions were valuable. As well, the principals of the schools viewed these sessions as excellent professional development for their teachers.

Evaluation of Program

The evaluations by the two principals involved were favourable. They both saw the program as important and necessary. It was agreed that the administrative time required was reasonable.

The tutors who participated in the educational program felt that it was well-organized and that it addressed many different issues relating to the problems and personal concerns of the students. They strongly urged that the program continue.

The majority of the students rated the program positively. Many found it "interesting" and "good" and felt that it should continue. When asked to identify the best thing about the program, students responded with comments such as "it was co-ed", "everyone was open" and "everyone talked".

To date, parental reaction to the program has been encouraging. Many of the parents state that they are finding it easier to communicate with their children about teenage problems. Some have suggested that a similar program dealing with issues concerning drug and alcohol use would be useful. The majority of parents stated they would be willing to allow their children to participate in the program again.

Summary

The objectives of this pilot project were to assess the feasibility, acceptability and need for the program. Evaluations from administrators, tutors, students and parents indicate support for the continuation of this educational program through a full-scale project. If the Ontario Ministry of Health provides the necessary funding, it is our intention to continue the project in the 18 schools as already approved by the Board.

Recommendation

<u>That this report be received for information.</u>
--

Prepared by: The McMaster Teen Project Group,
M. Corinne Devlin, MD, FRCS(C) FACOG,
Alba Mitchell, B.Sc.N., M.Sc.,
Helen Thomas, B.N.Sc.

Submitted by: C. G. W. McKague, Superintendent, Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

To the Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: Social Function of the Disabled School Child; a research
study conducted by Dr. Peter Rosenbaum, McMaster University

During the past three years, Dr. Peter Rosenbaum, of McMaster University, has been working collaboratively with the Hamilton Board of Education to assess abled-bodied student's attitudes toward disabled schoolmates, and conducting buddy programs in an effort to improve attitudes. The 1982-83 study, showed that "buddy" programs have a very significant positive impact on students' attitudes towards one another.

During 1983-84, the researchers evaluated both a buddy program, and the Kids-On-The-Block intervention. The series of studies showed clearly that students' attitudes towards their disabled schoolmates can be influenced by an interactional, experiential buddy program pairing able-bodied and disabled school mates. The Kids-On-The-Block program also appeared to be a valuable and appealing method of enhancing the image of the disabled, although its impact on measured attitudes towards disabled children, as assessed in these studies is less clear.

This present study is a continuation of the interest in the social development and function of children. Dr. Rosenbaum and his team have received approval for this project from neighbouring Boards of Education. The purpose of the study is to examine, in more detail, the social skills and function of students' who have a visible, physical difference, such as a missing limb, a visible congenital abnormality, or other characteristic which distinguishes the child such as a hearing aid, a leg brace or very thick glasses. The researchers point out that other research studies suggest that these children may be at special risk in terms of social relationships.

This research proposes to assess several dimensions of social competence in this group of students, and compare them with a group of randomly selected matched classmates. The measures are all paper and pencil instruments and none will single out the special child in any way.

The potential impact of this study is to highlight the special social needs of visibly disabled school students. If these needs are found to be greater than those of regular school children, then relevant social skills training programs can be made available to help assist students.

It is recommended that:

The Hamilton Board of Education co-operate with Dr. Peter Rosenbaum in his research study <u>Social Function of the Disabled Child.</u>

Submitted by: P. S. Beveridge,
Associate Superintendent of Curriculum and Special Services
Approved by: A. J. Krever, Director of Education

To The Chairman and Members
 The Education Management Committee
 The Board of Education for the
 City of Hamilton

Ladies and Gentlemen:

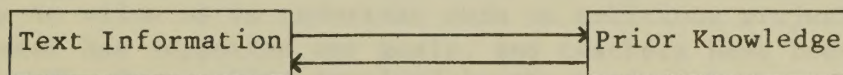
RE: STUDY OF INDIVIDUAL DIFFERENCES IN THE DEVELOPMENT OF READING SKILL

Background:

This report describes the current status of a research project undertaken by Dr. B. A. Levy, of McMaster University, in conjunction with the English Department of the Hamilton Board of Education. The study, approved by the Board, was initiated in November, 1981. It was designed to examine the development of skills necessary for fluent reading. This is the first of two reports. It describes the rationale for the study, its implementation and specific results related to children's understanding of stories. Dr. Levy will report on other reading skills in the fall of 1984.

Rationale:

Perspective: The child as a developing reader. In any reading situation, the child has two sources of information available concerning the meaning of what is being read.



In fluent reading, there is an ongoing interaction between what the reader already knows and what is in the text. The arrows indicate this interaction.

To become a fluent reader, the child must develop a large number of cognitive skills, some of which are illustrated below:

Phonics
 Use of Syntax
 Word Recognition
 Assessment of Task Demands

Use of Context
 Strategies to Ease Memory Load
 Comprehension

1984 06 13

To The Chairman and Members
The Education Management Committee
The Board of Education for the
City of Hamilton

Ladies and Gentlemen:

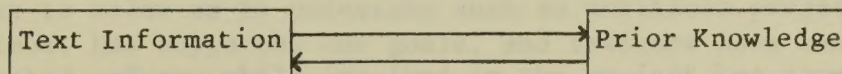
RE: STUDY OF INDIVIDUAL DIFFERENCES IN THE DEVELOPMENT OF READING SKILL

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Word Recognition
Assessment of Task Demands

Use of Context
Strategies to Ease Memory Load
Comprehension

Goals:

To devise a set of diagnostic reading tests which would help to answer the following questions:

1. How do the component skills develop in normally developing children?
2. How do the skill patterns of advanced and delayed readers, in each grade, deviate from the normal developmental patterns?
3. How does performance on these tasks relate to other intellectual tasks such as those measured by IQ tests?
4. Do some of these skills appear to be more critical than others for the development of fluent reading?
5. Which tasks are most predictive of later reading success?
6. Does the diagnostic information obtained from this battery suggest possible methods that might be used in remedial treatment of specific reading problems? The first four of these questions can be addressed by the data now collected. Follow-up studies will address the last two questions.

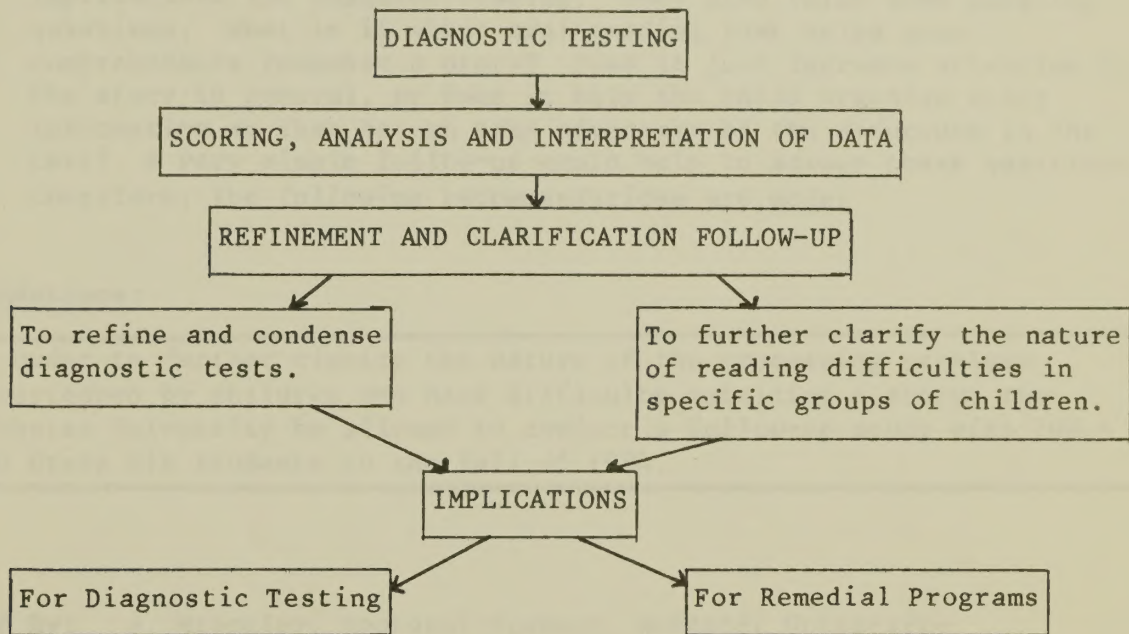
Scope of the Project:

To examine interactions among a variety of cognitive skills is a large undertaking. The uniqueness of this project in psychology is reflected in the interest which has been shown both locally and internationally. Even more gratifying, however, is the fact that the Hamilton Board of Education has been willing to allow us to undertake such an ambitious project. The English Department has supported our goals, and teachers have been co-operative and interested. Every child involved in the project has responded positively and with enthusiasm. Such collaboration between research and education is exciting and rewarding. We have much to learn from each other.

The scope of the project is evident in the following brief description.

<u>Population</u>	<u>Testing Time</u>	<u>Scoring</u>
345 Children in Grades 3, 4, 5, 6 in nine schools.	Seven sessions for a total of four hours per child. Total: 1,500 hours of testing.	For each hour of testing, an ad- ditional six hours have been spent scoring and con- ducting statistical analyses by computer. Total: 9,000 hours.

As proposed in 1981, the project consists of three major phases:



Interim Conclusions:

- (a) The results of the comprehension analysis provide insight into comprehension skills which are developing in Grades Three through Six. Children tell longer and more accurate stories as they advance in school. They become increasingly aware of text structure and use it to guide their comprehension and recall of normal stories. This is true both when children read stories and listen to them.
- (b) Some children in Grade Three perform as well as Grade Six, however, perform no better than the least skilled of the Grade Three children when asked to rate or recall a story. Thus, a group of children has been identified whose comprehension skills are delayed for their grade level. These children differ from their more skilled peers in their failure to differentiate between well structured and poorly structured stories.
- (c) Oral reading by poor comprehenders produces better story understanding than does silent reading or listening as indicated by both free and probed recall. This finding suggests that further development of comprehension skill could be achieved by having such children read aloud to teachers, parents and other children.
- (d) Two factors affect story comprehension:
 - 1. Good story structure improves comprehension of older and more skilled children.

2. Oral reading improves the comprehension of the children who are least sensitive to story structure. These findings have important implications for teaching reading. They also raise some puzzling questions. What is it about oral reading that helps poor comprehenders remember a story? Does it just increase attention to the story in general, or does it help the child organize story information so that he can take advantage of the structure in the text? A very simple follow-up would help to answer these questions, therefore, the following recommendations are made:

Recommendations:

In order to further clarify the nature of the processing problems experienced by children who have difficulty retelling a story, that McMaster University be allowed to conduct a follow-up study with 100 - 200 Grade Six students in the fall of 1984.

Prepared By: J. Hinchley, Doctoral Student, McMaster University
G. Mowbray, English Supervisor, Hamilton Board of Education

Submitted By: C. G. W. McKague, Superintendent,
Curriculum and Special Services

Approved By: A. J. Krever, Director of Education

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A G E N D A

EDUCATION MANAGEMENT COMMITTEE

1984 09 05

SEP 7 1984

Confirmation of the minutes of the last regular and special meetings of 1984 07 12 and 1984 08 29.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re: Affirmative Action (referred from June E.M.C. - 1984 06 05).

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Staff Evaluation & Development Procedures - interim report.

PART I

NEW BUSINESS:

1. Recommendations of the Director of Education.

PART II

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Director re: Royal Botanical Gardens.
2. Report from the Officials re: Sherwood Heights Elementary School (referred from June E.M.C. - 1984 06 05).
3. Report from the Officials re: Coalition of Neighbourhood Schools - Safety Concerns (referred from July E.M.C. - 1984 07 03).

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Presentation from Highview Elementary Review & Analysis Committee.
3. Research Project - School/Home Communications.

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1984 09 04

Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: AFFIRMATIVE ACTION

This report has been prepared in response to a motion of the Board of Trustees, 1984 04 13.

Background Information:

Today the right to equal opportunity is widely recognized but not easily achieved. Canadian human rights legislation and the Charter of Rights and Freedoms of the new Constitution of Canada make unlawful any form of discrimination in employment based on sex. However, removing discrimination in law does not guarantee equal opportunity. Positive steps need to be taken by setting out formal policies.

Identification of societal trends and needs accounts for the emphasis on Affirmative Action/Equal Opportunity on the role of women. The increasing presence and permanence of women in the labour force over the past 30 years has been one of the most significant social changes of this century. Statistics Canada has demonstrated how dramatically the role of women in our society has changed. The percentage of women in the labour force has grown from 31.4% of the work force in 1960 to 55.9% in 1982. Women are no longer a minority in the world of work. Given present economic patterns, changing family structure, and continued economic need, it is likely that this pattern of increasing female participation in the labour force will continue through the 1980's.

It is important to realize that the historical patterns and expectations still define:

- . the nature of the work done by most women and
- . the nature of the educational and employment choices being made by the majority of young women still in school.

Affirmative Action programs are a response to changes in societal expectations, and attempt to expand the areas of employment available to women.

Affirmative Action Program:

The terms "Equal Opportunity" and "Affirmative Action" are sometimes confused. An equal opportunity program ensures that possible barriers to employment of minorities are eliminated. An Affirmative Action employer may go a step further, however, taking a results-oriented approach to increased representation from a disadvantaged group, i.e. targets. Affirmative Action involves a proactive approach to the issue.

1. The first part of the report
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Affirmative Action can result in increased productivity and reduced turnover through the full utilization of the skills and abilities of all the human resources available. For the Hamilton Board of Education, Affirmative Action could become a planned process - an integral part of the total human resource development program with emphasis on equal access to all occupations, promotions, transfers, and professional development.

At present, of the 62 public and separate school boards in Ontario with more than 500 employees, only 18 have formal Affirmative Action programs.

The Ministry of Education has expressed a need to expand this commitment. At a conference earlier this year, Dr. Bette Stephenson highlighted this need and indicated that she requested and encouraged Boards of Education to:

- . design and implement an Affirmative Action program covering both academic and non-academic staff and including goals and timetables for the hiring, promotion and training of women employees at all levels;
- . to collect and analyze data on: Occupational distribution, by sex, by panel, and by academic and non-academic status; job competitions; availability of future positions, meaning turnover and retirements; numbers of women and men who are qualified for positions of added responsibility, including those who have completed the principal's courses and/or hold the supervisory officer's certificate;
- . develop and communicate a formal Affirmative Action policy to school board staff and to the Ministry of Education;
- . appoint a senior staff member to develop and coordinate an Affirmative Action plan;
- . to establish training initiatives within the school boards.

Definition of Affirmative Action

Throughout the province, a variety of definitions are used:

- . "A program of activities designed to establish, realize and monitor equal employment opportunities for men and women. The guiding principle of affirmative action is equal employment opportunity: a concept that includes equal pay for work of equal value, equal opportunity for advancement and promotion to all positions of responsibility, equal preparation for advancement, and appointment to positions of responsibility and authority".

Boards of Education for Toronto & Windsor

- . "A program of activities designed to ensure that women employees achieve their maximum employment and salary potential and to increase their representation in positions of responsibility and authority."

Human Rights Commission

. "a) Affirmative Action for Women is a set of strategies initiated by an employer to give women the same opportunities in the labour marketplace as men, to eliminate job ghettos, to encourage women to go into non-traditional jobs, and to increase their numbers in management. Affirmative Action is not synonymous with equal opportunity which is the end result of an effective Affirmative Action program.

b) Equal Employment Opportunity (E.E.O.) refers to a policy of non-discrimination. Equal employment opportunity is not synonymous with Affirmative Action. It is rather the end result of a successful Affirmative Action program."

Ministry of Labour and North York Board of Education

The definition selection has implications for the direction of any program which will follow.

RECOMMENDATIONS:

1. That the Hamilton Board of Education adopt an affirmative action policy and program to establish, realize and monitor equal employment opportunities for men and women.
2. That this program encompass equal opportunities for preparation for advancement and an equal opportunity for appointment to all positions, including positions of added responsibility.
3. That the following definition of Affirmative Action be adopted by the Hamilton Board of Education:
"A program of activities designed to establish, realize and monitor equal employment opportunities for men and women. The guiding principle of Affirmative Action is equal employment opportunity: a concept that includes equal opportunity for advancement and promotion to all positions of responsibility, equal preparation for advancement, and appointment to positions of responsibility and authority."
4. That the administration establish a representative committee (including trustee representation) to make recommendations on the development and implementation of an affirmative action program.

Prepared by: J. Morse, Administrative Assistant to the Superintendent of Curriculum and Special Services
E. Pease, Administrative Assistant to the Director of Education & the Associate Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

A Review of Positions of Responsibility
and
The Sex of Persons Holding These Positions
1979-80 and 1983-84

Contents

- A: Principals of Elementary Schools
- B: Vice-Principals of Elementary Schools
- C: Principals of the Schools of the Trainable
- D: Principals of Composite Secondary Schools
- E: Vice-Principals of Composite Schools
- F: Program Leader - Alternative Education Program
- G: Principals of Vocational Schools
- H: Assistants to the Principals of Vocational Schools
- I: Department Heads/Chairmen: Composite Schools
- J: Department Heads/Chairmen by Subject Area
- K: Education Centre Academic Staff
- L: Hamilton Teachers by Salary Levels, 1983-84
- M: Hamilton Teachers by Salary Levels, 1979-80 and 1983-84

Research Services Department
Hamilton Board of Education
August 15, 1984

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POSITIONS OF RESPONSIBILITY: 1979-80 and 1983-84

A: Principals of Elementary Schools

<u>1979-80</u>			<u>1983-84</u>		
<u>MALE</u>	<u>FEMALE</u>	<u>TOTAL</u>	<u>MALE</u>	<u>FEMALE</u>	<u>TOTAL</u>
63	6	69	65	5	70
(91.3%)	(8.7%)	(100%)	(92.9%)	(7.1%)	(100%)

N.B. The 1983-84 numbers include S. Hildreth (FSTAO), but do not include K. Hall (secondary)

B: Vice-Principals of Elementary Schools

<u>1979-80</u>			<u>1983-84</u>		
<u>MALE</u>	<u>FEMALE</u>	<u>TOTAL</u>	<u>MALE</u>	<u>FEMALE</u>	<u>TOTAL</u>
11	2	13	11	3	14
(84.6%)	(15.4%)	(100%)	(78.6%)	(21.4%)	(100%)

C: Principals of Schools For The Trainable Retarded

<u>1979-80</u>			<u>1983-84</u>		
<u>MALE</u>	<u>FEMALE</u>	<u>TOTAL</u>	<u>MALE</u>	<u>FEMALE</u>	<u>TOTAL</u>
1	3	4	0	3	3
(25%)	(75%)	(100%)		(100%)	(100%)

D: Principals of Composite Secondary Schools

<u>1979-80</u>			<u>1983-84</u>		
<u>MALE</u>	<u>FEMALE</u>	<u>TOTAL</u>	<u>MALE</u>	<u>FEMALE</u>	<u>TOTAL</u>
14	0	14	13	1	14
(100%)		(100%)	(92.9%)	(7.1%)	(100%)

E: Vice-Principals of Composite Secondary Schools

<u>1979-80</u>			<u>1983-84</u>		
<u>MALE</u>	<u>FEMALE</u>	<u>TOTAL</u>	<u>MALE</u>	<u>FEMALE</u>	<u>TOTAL</u>
15	4	19	18	1	19
(78.9%)	(21.1%)	(100%)	(94.7%)	(5.3%)	(100%)

F: Program Leader - Alternative Education Programme

<u>1979-80</u>			<u>1983-84</u>		
<u>MALE</u>	<u>FEMALE</u>	<u>TOTAL</u>	<u>MALE</u>	<u>FEMALE</u>	<u>TOTAL</u>
No Programme			0	1	1
				(100%)	(100%)

G: Principals of Vocational Secondary Schools

<u>1979-80</u>			<u>1983-84</u>		
<u>MALE</u>	<u>FEMALE</u>	<u>TOTAL</u>	<u>MALE</u>	<u>FEMALE</u>	<u>TOTAL</u>
4	3	7	5	2	7
(57.1%)	(42.9%)	(100%)	(71.4%)	(28.6%)	(100%)

TABLE I. - SUMMARY OF LANDS.

CLASS OF LAND.	ACRES.	VALUE.
Public Lands.	1,234,567	\$1,234,567
Private Lands.	5,678,901	\$5,678,901
Total.	6,913,468	\$6,913,468

NOTE. - The above figures are based on the best available information, and are not necessarily correct.

TABLE II. - SUMMARY OF LANDS, BY COUNTY.

COUNTY.	ACRES.	VALUE.
Adams.	123,456	\$123,456
Alameda.	234,567	\$234,567
Albany.	345,678	\$345,678
Alfonso.	456,789	\$456,789
Alhambra.	567,890	\$567,890
Alma.	678,901	\$678,901
Altamont.	789,012	\$789,012
Amherst.	890,123	\$890,123
Angelica.	901,234	\$901,234
Antwerp.	1,012,345	\$1,012,345

TABLE III. - SUMMARY OF LANDS, BY TOWNSHIP.

TOWNSHIP.	ACRES.	VALUE.
Adams.	12,345	\$12,345
Alameda.	23,456	\$23,456
Albany.	34,567	\$34,567
Alfonso.	45,678	\$45,678
Alhambra.	56,789	\$56,789
Alma.	67,890	\$67,890
Altamont.	78,901	\$78,901
Amherst.	89,012	\$89,012
Angelica.	90,123	\$90,123
Antwerp.	101,234	\$101,234

TABLE IV. - SUMMARY OF LANDS, BY RANGE.

RANGE.	ACRES.	VALUE.
1.	123,456	\$123,456
2.	234,567	\$234,567
3.	345,678	\$345,678
4.	456,789	\$456,789
5.	567,890	\$567,890
6.	678,901	\$678,901
7.	789,012	\$789,012
8.	890,123	\$890,123
9.	901,234	\$901,234
10.	1,012,345	\$1,012,345

TABLE V. - SUMMARY OF LANDS, BY SECTION.

SECTION.	ACRES.	VALUE.
1.	12,345	\$12,345
2.	23,456	\$23,456
3.	34,567	\$34,567
4.	45,678	\$45,678
5.	56,789	\$56,789
6.	67,890	\$67,890
7.	78,901	\$78,901
8.	89,012	\$89,012
9.	90,123	\$90,123
10.	101,234	\$101,234

TABLE VI. - SUMMARY OF LANDS, BY QUARTER.

QUARTER.	ACRES.	VALUE.
1.	12,345	\$12,345
2.	23,456	\$23,456
3.	34,567	\$34,567
4.	45,678	\$45,678
5.	56,789	\$56,789
6.	67,890	\$67,890
7.	78,901	\$78,901
8.	89,012	\$89,012
9.	90,123	\$90,123
10.	101,234	\$101,234

TABLE VII. - SUMMARY OF LANDS, BY TRACT.

TRACT.	ACRES.	VALUE.
1.	12,345	\$12,345
2.	23,456	\$23,456
3.	34,567	\$34,567
4.	45,678	\$45,678
5.	56,789	\$56,789
6.	67,890	\$67,890
7.	78,901	\$78,901
8.	89,012	\$89,012
9.	90,123	\$90,123
10.	101,234	\$101,234

H: Assistants to the Principals of Vocational Schools

<u>1979-80</u>			<u>1983-84</u>		
<u>MALE</u>	<u>FEMALE</u>	<u>TOTAL</u>	<u>MALE</u>	<u>FEMALE</u>	<u>TOTAL</u>
9	5	14	9	5	14
(64.3%)	(35.7%)	(100%)	(64.3%)	(35.7%)	(100%)

I: Department Heads/Major Chairman - Composite Secondary Schools

<u>1979-80</u>			<u>1983-84</u>		
<u>MALE</u>	<u>FEMALE</u>	<u>TOTAL</u>	<u>MALE</u>	<u>FEMALE</u>	<u>TOTAL</u>
131	38	169	134	39	173
(77.5%)	(22.5%)	(100%)	(77.5%)	(22.5%)	(100%)

N.B. The department heads listed on the Operations charts at G.P. Vanier, H.C.I. and Southmount are included above.

J: Department Heads/Major Chairman, By Subject Area: 1983-84

	<u>MALE</u>	<u>FEMALE</u>	<u>TOTAL</u>
English	9 (64%)	5 (36%)	14
History	11 (100%)	0	11
Geography	12 (100%)	0	12
Mathematics	14 (100%)	0	14
Science	12 (100%)	0	12
Languages	9 (75%)	3 (25%)	12
Technical	12 (100%)	0	12
Business	10 (77%)	3 (23%)	13
Guidance	12 (80%)	3 (20%)	15
Phys. Ed. (Boys)	12 (100%)	0	12
Phys. Ed. (Girls)	0	11 (100%)	11
Family Studies	0	13 (100%)	13
Art	11 (100%)	0	11
Music	10 (91%)	1 (9%)	11
	134 (77.5%)	39 (22.5%)	173

K: Ed. Centre Academic Staff (includes Administrative Assistants in 83/84)

<u>1979-80</u>			<u>1983-84</u>		
<u>MALE</u>	<u>FEMALE</u>	<u>TOTAL</u>	<u>MALE</u>	<u>FEMALE</u>	<u>TOTAL</u>
59.5	21.5	81	58	35.5	93.5
(73.5%)	(26.5%)	(100%)	(62.0%)	(38.0%)	(100%)

1. Summary of the Results of the Survey

Year	1950	1951	1952	1953	1954
Population	100,000	105,000	110,000	115,000	120,000
Area	100 sq. mi.	100 sq. mi.	100 sq. mi.	100 sq. mi.	100 sq. mi.
Population Density	1,000	1,050	1,100	1,150	1,200

2. Summary of the Results of the Survey - Continued

Year	1950	1951	1952	1953	1954
Population	100,000	105,000	110,000	115,000	120,000
Area	100 sq. mi.	100 sq. mi.	100 sq. mi.	100 sq. mi.	100 sq. mi.
Population Density	1,000	1,050	1,100	1,150	1,200

3. Summary of the Results of the Survey - Continued

4. Summary of the Results of the Survey - Continued

Year	1950	1951	1952	1953	1954
Population	100,000	105,000	110,000	115,000	120,000
Area	100 sq. mi.	100 sq. mi.	100 sq. mi.	100 sq. mi.	100 sq. mi.
Population Density	1,000	1,050	1,100	1,150	1,200
Population	100,000	105,000	110,000	115,000	120,000
Area	100 sq. mi.	100 sq. mi.	100 sq. mi.	100 sq. mi.	100 sq. mi.
Population Density	1,000	1,050	1,100	1,150	1,200
Population	100,000	105,000	110,000	115,000	120,000
Area	100 sq. mi.	100 sq. mi.	100 sq. mi.	100 sq. mi.	100 sq. mi.
Population Density	1,000	1,050	1,100	1,150	1,200
Population	100,000	105,000	110,000	115,000	120,000
Area	100 sq. mi.	100 sq. mi.	100 sq. mi.	100 sq. mi.	100 sq. mi.
Population Density	1,000	1,050	1,100	1,150	1,200

5. Summary of the Results of the Survey - Continued

Year	1950	1951	1952	1953	1954
Population	100,000	105,000	110,000	115,000	120,000
Area	100 sq. mi.	100 sq. mi.	100 sq. mi.	100 sq. mi.	100 sq. mi.
Population Density	1,000	1,050	1,100	1,150	1,200

L: Hamilton Teachers, By Salary Level, 1983-84

- numbers as at June 30, 1984
- includes part-time teachers at actual
- excludes principals and vice-principals

(i) Secondary Composite Schools

LEVEL		I	II	III	IV	TOTAL
MALE	No.	32.0	36.5	67.0	402.5	538.0
	%	(5.9%)	(6.8%)	(12.5%)	(74.8%)	(100%)
FEMALE	No.	11.3	44.2	58.0	117.1	230.7
	%	(4.9%)	(19.2%)	(25.1%)	(50.8%)	(100%)

(ii) Vocational Secondary Schools

LEVEL		I	II	III	IV	TOTAL
MALE	No.	22	17	25	42.5	106.5
	%	(20.6%)	(16.0%)	(23.5%)	(39.9%)	(100%)
FEMALE	No.	7	13	16	23.5	59.5
	%	(11.8%)	(21.8%)	(26.9%)	(39.5%)	(100%)

(iii) Elementary Schools

LEVEL		1	II	III	IV	V	VI	VII	TOTAL
MALE	No.	2	10	14	17	57	60	178.7	338.7
	%	(0.6%)	(3.0%)	(4.1%)	(5.0%)	(16.8%)	(17.7%)	(52.8%)	(100%)
FEMALE	No.	35	114	146	25.4	166.6	215.8	164.3	867.2
	%	(4.0%)	(13.2%)	(16.8%)	(2.9%)	(19.2%)	(24.9%)	(19.0%)	(100%)

(iv) Schools For Trainable Retarded

LEVEL		I	II	III	IV	V	VI	VII	TOTAL
MALE	No.	0	0	1	1	0	3	4	9
	%			(11.1%)	(11.1%)		(33.3%)	(44.4%)	(100%)
FEMALE	No.	6	2.5	5	0	8	4.5	6	32
	%	(18.8%)	(7.8%)	(15.6%)		(25%)	(14.0%)	(18.8%)	(100%)

M: Teaching Staff by Salary Category
1979-80 Compared to 1983-84

NOTE: Data for 1983-84 are reported by full time equivalent whereas data for 1979-80 are reported by name count. Because of the two different methods of reporting these data some minor distortions may be present.

(i) Elementary Panel: Percent of Staff in Each Salary Category

<u>Males</u>	<u>I</u>	<u>II</u>	<u>III</u>	<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VII</u>	<u>Average Category</u>	<u>Increase</u>
1979-80	.6%	4.3%	6.8%	8.1%	25.2%	22.0%	32.9%	5.50	
1983-84	.6%	3.0%	4.1%	5.0%	16.8%	17.7%	52.8%	5.99	.49

<u>Females</u>	<u>I</u>	<u>II</u>	<u>III</u>	<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VII</u>	<u>Average Category</u>	<u>Increase</u>
1979-80	6.5%	19.0%	19.1%	14.8%	24.8%	15.5%	10.1%	4.49	
1983-84	4.0%	13.2%	16.8%	2.9%	19.2%	24.9%	19.0%	4.71	.22

(ii) Secondary Panel: Percent of Staff in Each Salary Category

<u>Males</u>	<u>I</u>	<u>II</u>	<u>III</u>	<u>IV</u>	<u>Average Category</u>	<u>Increase</u>
1979-80	5.8%	8.4%	13.3%	72.5%	3.53	
1983-84	5.9%	6.8%	12.5%	74.8%	3.56	.03

<u>Females</u>	<u>I</u>	<u>II</u>	<u>III</u>	<u>IV</u>	<u>Average Category</u>	<u>Increase</u>
1979-80	7.1%	21.6%	18.7%	52.6%	3.17	
1983-84	4.9%	19.2%	25.1%	50.1%	3.19	.02

NOTE: Secondary data include Composite, G.P. Vanier and omits Vocational

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1984 09 04

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

(a) That up to four Supervisory Officers be authorized to attend the Area 2 Fall Conference of the Ontario Association of Education Administrative Officials, to be held at Kitchener, Thursday, 1984 09 20 and Friday, 1984 09 21, and that expenses be paid according to policy.

(b) That up to five Supervisory Officers be authorized to attend the Annual Conference of the Ontario Association of Education Administrative Officials to be held at Toronto, Wednesday, 1984 10 31 to Friday, 1984 11 02, and that expenses be paid according to policy.

(c) That the action of the Director of Education in permitting one Area Superintendent to attend the "Computers in Education Course" sponsored by Mohawk College, in Hamilton, Monday, 1984 08 20 to Friday, 1984 08 24, and that the registration fee of \$69 be paid, be approved.

(d) That one Area Superintendent attend the "Developing and Implementing School Closure, O.C.L.E.A. Conference" to be held at Toronto, Wednesday, 1984 11 14 and Thursday, 1984 11 15, and that expenses be paid according to policy.

Superintendent of Curriculum and Special Services

(a) That the Supervisor of Visual Arts attend the "Ontario Society of Education Through Art Association Conference" to be held at Barrie, Friday, 1984 11 02, and that \$100 be paid towards registration and expenses.

(b) That the Consultant of Visual Arts attend the "Canadian Society of Education Through Art Conference" to be held at Winnipeg, Wednesday, 1984 10 17 to Friday, 1984 10 19, and that expenses be paid according to policy.

(c) That the Supervisor of History attend the "Ontario History and Social Science Teachers' Association Annual Conference" to be held at Toronto, Thursday, 1984 10 25 and Friday, 1984 10 26, and that \$135 be paid towards registration and expenses.

(d) That the Supervisor of Geography attend the "National Council for Geographic Education, The Ontario Association for Geographic and Environmental Education Conference" to be held at Toronto, Wednesday, 1984 10 17 to Saturday, 1984 10 20, and that \$115 be paid towards registration and expenses.

Associate Superintendent of Curriculum and Special Services

(a) That the Consultant, Media Services, attend the TVOntario and You Conference to be held at Toronto, Thursday, 1984 10 18 and Friday, 1984 10 19, and that \$115 be paid towards the cost of registration and expenses.

(b) That one Special Education Consultant attend the workshop "Challenge for Change in Motivating Communication", sponsored by the National Institute on Mental Retardation, to be held in Toronto, Wednesday, 1984 09 19 to Friday, 1984 09 21, and that \$300 be paid towards the cost of registration and expenses.

(c) That one Special Education Consultant attend the conference, "The 3R's for '84: Readiness, Ramps and Resources", to be held at Toronto, Thursday, 1984 10 04 and Friday, 1984 10 05, and that \$95 be paid towards the cost of registration and expenses.

Respectfully submitted,

A. J. Krever,
Director of Education.

-as

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1984 08 29.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

Re: Interim Report on Staff Evaluation and Development
(Staff Evaluation, Performance Review)

Background

Prior to reorganization to a JK-13 system in the Hamilton Board of Education, the focus on evaluation was on classroom teachers carried out centrally through inspectors and assistant superintendents. With reorganization, a more comprehensive approach for teacher evaluation was taken and this responsibility was officially assigned to the school principals working in conjunction with their respective area superintendents. Through a variety of seminars and workshops sponsored by the Board and principals' associations the principals were given basic training in evaluation techniques. A considerable amount of work was done by groups and individuals to formalize and perfect the evaluation process and to involve personnel other than teachers. Since the process was positive and constructive there was increased interest shown by various other groups of personnel to become involved in a more formal manner.

In the fall of 1979 the Director of Education outlined a comprehensive plan for staff performance review which was accepted by the Board as one of the major thrusts in its five-year goals and objectives. The plan included the development of appropriate instruments for performance review of the following staff groups to be completed by 1985:

- (1) Director of Education
- (2) Superintendents
- (3) Area Superintendents
- (4) Principals
- (5) Teachers
- (6) Curriculum Supervisors and Consultants
- (7) Department Heads

The responsibility for the development of the various performance review (evaluation and development) instruments listed above was delegated through the Superintendent of Operations to the Area Superintendents. In each situation representative committees were set up which included representatives from the respective teacher federations.

Through the Director of Education, each committee was given a common statement of philosophy on staff performance review that had been conveyed as well throughout the system in the "Blueprint for the Eighties" (see Appendix A). In addition, each committee had clear directions on areas that had to be addressed in the development of the appropriate instruments. These areas included:

1. definitions
2. expectations of all those involved in the process
3. consistent evaluative strategies
4. objective reports and record keeping
5. assurance of confidentiality
6. on-going monitoring of progress
7. appropriate in-service (see Appendix B)
8. a well defined implementation process

- (1) Ministry of Education
- (2) Department of Education
- (3) Area Superintendent
- (4) Principal
- (5) Teacher
- (6) District Superintendent and Inspector
- (7) Department Head

The Department of Education is the responsible authority for the development of the various educational services in the Department of Education. It is the responsibility of the Department of Education to ensure that the various educational services are developed in a manner which is consistent with the Department of Education's policies and objectives. The Department of Education is also responsible for the development of the various educational services in the Department of Education.

Through the Department of Education, the Department of Education is responsible for the development of the various educational services in the Department of Education. The Department of Education is also responsible for the development of the various educational services in the Department of Education. The Department of Education is also responsible for the development of the various educational services in the Department of Education.

10/10/10

- 1. Department of Education
- 2. Department of Education
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To date, Academic Council has served as the overall screening and co-ordinating body to make recommendations to the several evaluation committees with respect to revisions, the extent of field testing, and the final implementation of the various instruments into the system.

The following is a brief summary of the process and the stage of development of the staff Evaluation and Development (Performance Review) documents. Complete copies of the individual instruments have not been included in this package but are available to Trustees wishing a copy.

Recommendation

That this interim report be received for information.

Prepared and submitted by: K. A. Rielly, Superintendent of Operations

Approved by: A. J. Krever, Director of Education

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That this ... report be received for information.

Approved and submitted by: ...
Approved by: A. J. ...

Summary of the Status of

Staff Growth and Development Instruments in the System

INSTRUMENT	STAGE OF DEVELOPMENT	PROCESS	COMMENTS
Elementary School Teachers	Implemented 1979	A written report at least once every three years by the school principal and/or area superintendent based on a pre-conference, classroom observations, interview for feedback and appropriate follow-up	Review the process during 1984-85
Elementary School Vice-Principals	Implemented 1983-84	Formative Evaluation based on mutually agreed upon objectives that are monitored and reviewed by the school principal Summative Evaluation carried out at least once every three years by the principal and the area superintendent based on a pre-conference, evaluation visit, written report and appropriate follow-up	
Elementary School Principals	Implemented 1981	Formative Evaluation based on mutually agreed upon objectives in September, monitored during the year and reviewed in June by the area superintendent Summative Evaluation carried out by a team of area superintendents at least once every five years based on a pre-conference, evaluation visit, written report and appropriate follow-up	
Secondary School Teachers	Development	A written report at least once every three years by the school principal and/or area superintendent based on a pre-conference, classroom observation, interview for feedback and appropriate follow-up	Pilot tested in two schools 1982-83 Field tested 1983-84 Implementation system-wide 1984-85

INSTRUMENT	STAGE OF DEVELOPMENT	PROCESS	COMMENTS
Secondary School Department Heads	Implemented 1983-84	A written report at least once every five years by a team consisting of the school principal and one or more of: a vice-principal, subject supervisor, area superintendent The process involves self-evaluation, pre-conference dealing with objectives and the job expectations of the Department Head, classroom visit, interview for feedback and appropriate recommendations	Some minor revisions made in the instrument for 1984-85
Secondary Vocational School Assistants	Development	A written report based on objectives and role responsibilities of the assistant as determined in September Monitored once during the year with a final interview in June with the principal and area superintendent	Pilot in three areas in 1983-84 Implementation 1984-85 in the system
Secondary School Vice-Principals	Development	The process is carried out in a similar fashion as described under elementary school vice-principals	Pilot, September 1983 Implementation in the system 1984-85
Secondary School Principals	Implemented 1983	The process is carried out in a similar fashion as described under elementary school principals	
Supervisors of Curriculum and Special Services	Implemented 1981-82	A written report based on the objectives of the supervisor that have been negotiated with the Superintendent of Curriculum and Special Services Objectives are reviewed in January-February with a final review in June-July	Procedure to be reviewed and revised in 1984-85

INSTRUMENT	STAGE OF DEVELOPMENT	PROCESS	COMMENTS
Subject and Special Education Consultants	Implemented 1982-83	The process is similar to the procedure described above with supervisors The consultants work in conjunction with their respective supervisors	Procedure to be reviewed and revised in 1984-85
Area Superintendents	Implemented	A written report based on mutually agreed upon objectives that are negotiated in September by the Director and senior academic superintendents There is a review in December-January and a final review and written report in July	
Superintendents	Implemented	A written report based on mutually agreed upon objectives with the Director in June These are formally reviewed in January and July with a written report made by the Director	
Director	Implemented	The Director is evaluated by the Personnel Committee and the Board	

NAME	ADDRESS	CITY	STATE	ZIP	PHONE	FAX	E-MAIL	REMARKS
JAMES H. HARRIS	12345 MAIN ST	SPRINGFIELD	MA	01103	(417) 555-1234	(417) 555-5678	jharris@springfieldma.gov	Mayor
JOHN D. SMITH	56789 ELM ST	SPRINGFIELD	MA	01103	(417) 555-9876	(417) 555-4321	jsmith@springfieldma.gov	Councilor
MARY K. BROWN	98765 PINE ST	SPRINGFIELD	MA	01103	(417) 555-2109	(417) 555-8765	mbrown@springfieldma.gov	Councilor
ROBERT L. GREEN	11223 OAK ST	SPRINGFIELD	MA	01103	(417) 555-3456	(417) 555-7890	rgreen@springfieldma.gov	Councilor
SARAH J. WHITE	44556 BIRCH ST	SPRINGFIELD	MA	01103	(417) 555-6789	(417) 555-0123	swhite@springfieldma.gov	Councilor

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

Evaluation of StaffSTAFF PERFORMANCE REVIEWStatement of Philosophy

"Evaluation, or Staff Performance Review, is a continuous, constructive, co-operative process designed to determine educational objectives and the degree of success in achieving these in order to determine future directions and strategies. The basic goal is greater satisfaction through improved teaching and learning."

This definition of evaluation should serve as a guideline for the development of a viable evaluation process for the Hamilton Board of Education. The evaluation process should include both self evaluation and collegial evaluation (an external assessment of individual performance in which a professional is consulting with his immediate superordinate on matters of significance in which the positive aspects of professional growth are stressed). The emphasis in the evaluation process should not be on summative or final evaluation only but should emphasize continuous assessment taking into consideration the reality that one is evaluated not only by one's self, but by one's superordinates, subordinates, clients, and colleagues or peers as well as specialist experts.

Trends in Evaluation -

Evaluation is basically designed to bring about improvement in the learning and instructional process. Identifying incompetent teachers is becoming a secondary objective.

- (a) Those who are being evaluated should be included in the establishment of the evaluation process and the development of instruments.

- (b) The trend is toward less evaluation of teaching methods and more evaluation of teaching results.
- (c) Teacher-evaluator conferences are a necessary component of the evaluation process.
- (d) In-service training as an integral part of evaluation is becoming widespread.
- (e) Evaluation by peers and evaluation by students are growing practices.
- (f) Where teachers accept the evaluation process and aims, they tend to prefer more, not fewer former evaluation periods.

Components of a Effective Evaluation Process -

In the development and implementation of an effective staff evaluation process, the following criteria must be addressed:

- (a) The process is a continuing process as opposed to merely summative or final evaluation.
- (b) The process should be developed in co-operation with the individuals who are to be evaluated.
- (c) The performance review process should have basic components of both self-evaluation and collegial evaluation.
- (d) The evaluation should be based on mutually agreeable and accepted objectives and strategies. This necessitates pre-evaluation conferences and post-evaluation conferences.
- (e) Observation and recommendations should be summarized in a written form.
- (f) Assistance should be provided in the form of professional remediation, in-service training, and long-range professional development.

(g) The staff performance review process should specify clear criteria and expectations related to the role of the personnel to be evaluated.

(h) The staff performance review process should be evaluated on a regular basis.

Who is to be Evaluated -

It is the expectation that all academic personnel will be evaluated through a formal staff performance review process. This will include -

- i. the Director
- ii. Supervisory Officers
- iii. Principals
- iv. Vice-Principals
- v. Department Heads
- vi. Teachers
- vii. Supervisors and Consultants

Role Expectations Related to Staff Performance Review

The process of informal evaluation through self-evaluation, peer evaluation, and client evaluation is on-going. Individuals should develop strategies which will ensure meaningful feedback.

It is expected that the following personnel will have on-going roles in the formalized staff performance review process.

- (a) Supervisory Officers
- (b) Principals (some of his responsibilities may be shared with the Vice-Principal and Department Head)
- (c) Department Heads
- (d) Supervisors (at the request of the Supervisory Officer or Principal)

1. The first responsibility of the project is to ensure that the project is properly planned and organized. This includes identifying the project goals, objectives, and scope, and developing a project plan that outlines the tasks, resources, and timeline.

2. The second responsibility is to ensure that the project is properly executed. This includes identifying the project risks, developing a risk management plan, and implementing the project plan.

3. The third responsibility is to ensure that the project is properly monitored and controlled. This includes identifying the project performance indicators, developing a monitoring and control plan, and implementing the monitoring and control plan.

4. The fourth responsibility is to ensure that the project is properly closed. This includes identifying the project closure criteria, developing a closure plan, and implementing the closure plan.

5. The fifth responsibility is to ensure that the project is properly evaluated. This includes identifying the project evaluation criteria, developing an evaluation plan, and implementing the evaluation plan.

6. The sixth responsibility is to ensure that the project is properly communicated. This includes identifying the project communication needs, developing a communication plan, and implementing the communication plan.

7. The seventh responsibility is to ensure that the project is properly managed. This includes identifying the project management needs, developing a management plan, and implementing the management plan.

8. The eighth responsibility is to ensure that the project is properly supported. This includes identifying the project support needs, developing a support plan, and implementing the support plan.

9. The ninth responsibility is to ensure that the project is properly documented. This includes identifying the project documentation needs, developing a documentation plan, and implementing the documentation plan.

Future Action -

The responsibility for the development of comprehensive staff performance review process rests with the Superintendent of Operations in co-operation with the Superintendent of Education (Personnel). It is expected that the Superintendent of Operations will, over the next five year period, develop committees to review present practices and establish new Staff Performance Review Programmes and co-ordinate the effective implementation of these.

PERSONNEL PERFORMANCE REVIEW TIMELINE

STAFF	DEVELOPMENT RESPONSIBILITY	TIME FRAME
1. Director	Director/Board	1980
2. Superintendents	Director/Superintendent	1980
3. Superintendents of Education	Superintendent (Operations)/ Superintendent of Education	1980-81
4. Teachers (Elementary)	Superintendent (Operations)/ Principals and Teachers	1980-81
5. Teachers (Secondary)	Superintendent (Operations)/ Principals and Teachers	1981-82
6. Principals (Elementary)	Superintendent (Operations)/ Principals	1981-82
7. Principals (Secondary)	Superintendent (Operations)/ Principals	1982-83
8. Supervisors, etc.	Superintendent Curriculum & Special Services/Supervisors	1983-84
9. Department Heads	Superintendent Curriculum & Special Services/Principals/ Department Heads	1984-85

The responsibility for the development of the management system is shared between the management and the staff. The management is responsible for the overall direction and control of the system, while the staff is responsible for the day-to-day operation of the system. The management should ensure that the system is designed to meet the needs of the organization and that it is implemented in a way that is consistent with the organization's values and objectives. The staff should be encouraged to take ownership of the system and to contribute to its improvement. The management should also ensure that the system is regularly reviewed and updated to reflect changes in the organization's needs and objectives.

Appendix A: Management System Components

Component	Description	Responsible Party
1. Policy and Strategy	Establishes the overall direction and purpose of the organization.	Senior Management
2. Organizational Structure	Defines the hierarchy and reporting relationships within the organization.	Senior Management
3. Job Descriptions	Specifies the duties and responsibilities of each position within the organization.	Human Resources
4. Recruitment and Selection	Processes for identifying, attracting, and hiring qualified candidates.	Human Resources
5. Training and Development	Programs for enhancing the skills and knowledge of employees.	Human Resources
6. Performance Management	Systems for evaluating employee performance and providing feedback.	Line Managers
7. Compensation and Benefits	Policies for determining employee pay and providing benefits.	Human Resources
8. Health and Safety	Measures to ensure the well-being of employees and the organization.	Health and Safety Committee
9. Quality Management	Systems for ensuring the quality of products and services.	Quality Management Team
10. Environmental Management	Systems for managing the organization's environmental impact.	Environmental Management Team

Summary of the Types of In-Service Offered to
Those Involved in Evaluation and Development

<u>Target Group</u>	<u>Workshop Leader or Sponsor</u>	<u>Topic</u>
Academic Council	Dr. Musella of OISE	Purposes and procedures for Staff Evaluation
	AASA OAEAO OCLEA and other Board sponsored conferences	Several conferences dealing with Evaluation and Develop- ment of staff
Elementary School Principals and Vice-Principals	HPA Professional Development Committee	The development of skills associated with classroom observation, counselling and report writing
Secondary School Vice-Principals	Dr. Musella and Marguerite Edge	Workshops dealing with class- room observation and conferencing skills
Area Meetings involving Principals, Vice-Principals and some Supervisors	Area Superintendents, P.D. Committees and Dr. M. Orme of OISE	Workshops set up to develop and practice skills on observation, counselling and report writing

Summary of the Terms of Reference of the
Joint Fact-Finding Commission

Topic Group	Reference	Topic
General Principles	1. Terms of Reference	General and specific principles of fact-finding
Procedures and Methods	2. Methods and other factors 3. Organization of the Commission	General and specific principles of fact-finding 4. Methods and other factors 5. Organization of the Commission
Composition of the Commission	4. Membership and Organization	General and specific principles of fact-finding
Other matters	5. Other matters	General and specific principles of fact-finding

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1984 08 29.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART I

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That Mrs. Julia Lamont be appointed to the Occasional Staff, effective 1984 09 04 until further notice, with salary according to schedule.

(b) That Miss Patricia Bossert be transferred from the Probationary Staff to the Permanent Staff, effective 1984 09 01.

(c) That the request of Mrs. Sarah Weedon-MacDonald for an extension of her Maternal Leave of Absence with a Personal Leave of Absence, effective 1984 09 10 to 1984 10 02, be granted.

(d) That the request of Mrs. Marie Sebek-Demers for an extension of her Maternal Leave of Absence with a Leave of Absence for Health Reasons, effective 1984 09 01 to 1985 08 31, be granted.

(e) That the request of Mrs. Sandra Bowman for an extension of her Personal Leave of Absence, effective 1984 09 01 to 1985 08 31, be granted.

(f) That the following teachers be returned from Leave of Absence and assigned teaching duties, effective 1984 09 01:

Mrs. Pat Dececchi

Mrs. Lucy Kisway (3/6 timetable - Semester 1 and 2)

Mrs. Elaine Tschofen (3/6 timetable - full-time Semester 2)

(g) That the timetables of the following teachers be changed as follows, effective 1984 09 01:

Mrs. Karen Kott, from 3/6 to 4/6 (2/6 Semester 1, 6/6 Semester 2)

Mrs. June Peace, from 3/6 to 5/6 (6/6 Semester 1, 4/6 Semester 2)

Mrs. Patricia Carruth, from 3/6 to 6/6 (Semester 1 and 2)

The Ontario
100 West Street West
Toronto, Ontario
M5H 1A5

Dr. J. H. H. H. H. H.
Department of Health
100 West Street West
Toronto, Ontario

Dear Sir:

Page 1

I have the honour to acknowledge the receipt of your letter of the 10th inst.

Statement of Operations

1. The first part of the statement is devoted to the statement of the operations of the company for the year ended 31st December 1955.

2. The second part of the statement is devoted to the statement of the operations of the company for the year ended 31st December 1956.

3. The third part of the statement is devoted to the statement of the operations of the company for the year ended 31st December 1957.

4. The fourth part of the statement is devoted to the statement of the operations of the company for the year ended 31st December 1958.

5. The fifth part of the statement is devoted to the statement of the operations of the company for the year ended 31st December 1959.

6. The sixth part of the statement is devoted to the statement of the operations of the company for the year ended 31st December 1960.

Yours faithfully,

John H. H. H. H. H.

Secretary

1. The first part of the statement is devoted to the statement of the operations of the company for the year ended 31st December 1955.

2. The second part of the statement is devoted to the statement of the operations of the company for the year ended 31st December 1956.

3. The third part of the statement is devoted to the statement of the operations of the company for the year ended 31st December 1957.

4. The fourth part of the statement is devoted to the statement of the operations of the company for the year ended 31st December 1958.

(h) That Mr. Charles DeFalco be transferred from the staff of the Schools for the Trainable Retarded to the Secondary Staff, effective 1984 09 01.

(i) That as a result of the consolidation from the closing of the Grade 13 schools, the position of Mrs. Lesley Cordero as Acting Minor Chairman of Department (Art) be declared redundant to the staffing needs of the system and that she be transferred to a classroom teaching position, effective 1984 09 01.

Superintendent of Curriculum and Special Services:

(a) That the Board of Education accept a \$7,286 Summer Canada Works Grant applied for by the Joint Apprenticeship Training Committee. It is understood that 6 students are hired for 6 weeks for the purpose of preparation of new welding shop facilities at Vanier Secondary School; there will be no cost to the Board.

(b) That three secondary school teachers attend the "Festival Seminar for Teachers" to be held at Stratford, Thursday, 1984 10 18 evening and Friday, 1984 10 19, and that \$50.00 each be paid towards registration and expenses.

(c) That two secondary school teachers attend the "Ontario Council of Teachers of English Conference, After 1984, What?" to be held at Toronto, Thursday evening, 1984 10 18 to Saturday, 1984 10 20, and that \$115.00 each be paid towards registration and expenses.

(d) That one secondary school teacher attend "The Council of Drama in Education Conference, Drama - The Heart of Curriculum" to be held in Port Stanton, Friday evening, 1984 09 28 to Sunday, 1984 09 30 and that \$115.00 be paid towards registration and expenses.

(e) That two secondary school (composite) and one secondary school (vocational) teachers of Visual Arts attend the "Ontario Society of Education Through Art Association Conference" to be held at Barrie, Friday, 1984 11 02, and that \$100.00 each be paid towards registration and expenses.

(f) That one secondary school (composite) vice-principal attend the "Ontario Association for Curriculum Development Conference, Today's Student Tomorrow's World" to be held at Toronto, Thursday, 1984 11 08 to Saturday, 1984 11 10, and that \$75.00 be paid towards expenses. It is understood that the Board's membership will cover the registration fee.

(g) That one secondary school (composite) department head attend the "Mid-West Band Clinic" to be held at Chicago, Illinois, Tuesday, 1984 12 11 to Saturday, 1984 12 15, and that expenses be paid according to policy.

(h) That one secondary school (composite) teacher attend the "Humansphere Conference on School Spirit" to be held at Sheridan College, Monday, 1984 10 01 and Tuesday, 1984 10 02, and that \$123.00 be paid towards registration and expenses. (Staff Develop.)

(i) That five secondary school (composite) and one secondary school (vocational) teachers of History attend the "Ontario History and Social Science Teachers' Association Annual Conference" to be held at Toronto, Thursday, 1984 10 25 and Friday, 1984 10 26, and that \$135.00 each be paid towards registration and expenses.

(j) That three secondary school teachers (presentors/executive members) attend the "National Council for Geographic Education, The Ontario Association for Geographic and Environmental Education Conference" to be held at Toronto, Wednesday, 1984 10 17 to Saturday, 1984 10 20, and that \$115.00 each be paid towards registration and expenses.

(k) That one secondary school (composite) principal attend the "Marketing Schools, Improve Your Public Image Conference" to be held at Toronto, Thursday, 1984 10 11, and that \$130.00 be paid towards registration and expenses.

Associate Superintendent of Curriculum and Special Services

(a) That one secondary school (vocational) teacher and three students attend the "Peer Counselling Conference" to be held at Gananoque, Wednesday, 1984 10 31 to Friday, 1984 11 02, and that the total cost of \$385.00 be paid towards registration and expenses.

Respectfully submitted,

A. J. Krever,
Director of Education

/sb

The first of these is the fact that the present system of taxation is not based on the principle of ability to pay, but on the principle of income. This is a serious defect, and it is one which must be remedied if the system is to be fair and just.

THE PRINCIPLE OF ABILITY TO PAY

The second of the defects of the present system is that it is not based on the principle of ability to pay, but on the principle of income. This is a serious defect, and it is one which must be remedied if the system is to be fair and just.

THE PRINCIPLE OF ABILITY TO PAY

THE PRINCIPLE OF ABILITY TO PAY

THE PRINCIPLE OF ABILITY TO PAY

Associate Superintendent of Curriculum and Special Services

(a) That two principals of the Schools for the Trainable Retarded attend the conference, "Meet the Challenge - Programs and Services for the Trainable Retarded" to be held in Toronto, Wednesday, 1984 11 14 to Friday, 1984 11 16 and that each receive \$95 towards the cost of registration and expenses.

Respectfully submitted,

A. J. Krever,
Director of Education.

AJK:ss

THEORY OF THE EARTH AND ITS HISTORY

The theory of the earth and its history is a branch of geology which deals with the origin and development of the earth and its various parts. It is a science which seeks to explain the causes of the various geological phenomena which we observe in nature. The theory of the earth and its history is a science which is constantly developing and changing as new discoveries are made and new theories are proposed.

THEORY OF THE EARTH AND ITS HISTORY

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The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1984 08 29.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART II

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Miss Mary Barton, 1984 09 04 to 1984 12 21

Mrs. Janet Dickenson, 1984 09 04 to 1984 11 02

Mrs. Catherine Drinan, 1984 09 04 to 1984 11 30

Mrs. Brenda McLaren, 1984 09 04 to 1984 12 21

Miss Anna Pillinini, 1984 09 04 to 1984 12 21

Mrs. Lindsey Zablocki, 1984 09 04 to 1984 10 12

(b) That the appointment of Mrs. Kay Grant to the Occasional Staff, approved at the May Meeting, be changed to become effective 1984 05 07 to 1984 06 28.

(c) That Mrs. Jeannie Hughes be returned from Personal Leave of Absence and assigned teaching duties, on a half-time basis, effective 1984 09 01.

(d) That the request of Mrs. Heather Simpson for a Maternal Leave of Absence, effective 1984 09 04 to 1984 12 28, be granted in accordance with conditions governing Maternal Leave.

(e) That the requests of the following teachers for Personal Leaves of Absence, effective 1984 09 01 to 1985 08 31, be granted:

Mrs. Carol Fiddler

Mr. Maxwell Mitchell

THE UNIVERSITY OF
THE SOUTH PACIFIC
SCHOOL OF
BUSINESS

FOR THE DEGREE OF
BACHELOR OF
BUSINESS ADMINISTRATION
IN THE
SCHOOL OF BUSINESS

DEPARTMENT OF

FINANCIAL ACCOUNTING

IN ACCORDANCE WITH THE REGULATIONS OF THE UNIVERSITY OF THE SOUTH PACIFIC

THE UNIVERSITY OF THE SOUTH PACIFIC

THE UNIVERSITY OF THE SOUTH PACIFIC
SCHOOL OF BUSINESS
DEPARTMENT OF FINANCIAL ACCOUNTING

THE UNIVERSITY OF THE SOUTH PACIFIC

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DEPARTMENT OF FINANCIAL ACCOUNTING

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DEPARTMENT OF FINANCIAL ACCOUNTING

THE UNIVERSITY OF THE SOUTH PACIFIC

THE UNIVERSITY OF THE SOUTH PACIFIC

(f) That the request of Mrs. Pat Sally for an extension of her Leave of Absence for Parental Reasons, effective 1985 01 01 to 1985 12 31, be granted.

(g) That the timetables of the following teachers be increased as follows, effective 1984 09 01:

Miss Patricia Allan, from 0.5 to 1.0

Mrs. Donna Anderson, from 0.5 to 1.0

Mrs. Pamela Annable, from 0.5 to 1.0

Mrs. M. Ann Baker, from 0.5 to 1.0

Mrs. Carol Burnell, from 0.5 to 1.0

Mrs. Donna Chalkley, from 0.5 to 1.0

Mrs. Linda Cowan, from 0.6 to 0.7

Mrs. Brenda Dagg, from 0.5 to 0.6

Miss Patricia Force, from 0.9 to 1.0

Mrs. Marilyn Hladun, from 0.5 to 1.0

Mrs. Bea Howse, from 0.5 to 1.0

Mrs. Ellen Knapp, from 0.5 to 0.6

Mrs. Shirley Knight, from 0.5 to 1.0

Mrs. Jacqueline Longden, from 0.5 to 1.0

Ms. Marion Low, from 0.5 to 1.0

Mrs. Bonnie Munn, from 0.5 to 1.0

Mrs. Susan Mummery-Bacon, from 0.5 to 1.0

Mrs. Wendy Maloney, from 0.5 to 1.0

Mrs. Rhoda Oates, from 0.5 to 1.0

Mrs. Violet Pizzagalli, from 0.5 to 1.0

Mrs. Catherine Reid, from 0.5 to 1.0

Mrs. Sallie Samohutin, from 0.5 to 1.0

Mrs. Joan Sephton, from 0.5 to 1.0

Mrs. Ruth Simmons, from 0.5 to 1.0

Mrs. Janice Stacey, from 0.5 to 1.0

Mr. Robert Van Wyck, from 0.7 to 0.8

Mrs. Barbara Williams, from 0.5 to 1.0

Mrs. Doris Winsor, from 0.5 to 1.0

(h) That the timetables of the following teachers be decreased as follows, effective 1984 09 01:

Mrs. Bonnie Ballard, from 1.0 to 0.8

Mrs. Julie Beattie, from 1.0 to 0.5

Mrs. Karen Brejak, from 1.0 to 0.5

Mrs. Georgina Fletcher, from 1.0 to 0.5

Mrs. Barbara Hogan, from 1.0 to 0.5

Mrs. Marie Marskell, from 1.0 to 0.5

Mrs. Elizabeth Matthews, from 1.0 to 0.5

Mrs. Marucia Montgomery, from 1.0 to 0.5

Mrs. Angela Sirrs, from 1.0 to 0.5

Mrs. Jane VanSickle, from 1.0 to 0.5

Mrs. Grace Watts, from 1.0 to 0.5

Mrs. Gloria Woodruff, from 1.0 to 0.5

Superintendent of Curriculum and Special Services

(a) That two teachers attend the "Ontario Society of Education Through Art Association Conference" to be held at Barrie, Friday, 1984 11 02, and that \$100.00 each be paid towards registration and expenses.

(b) That two teachers attend the "Ontario Council of Teachers of English Conference, After 1984, What?" to be held at Toronto, Thursday evening, 1984 10 18 to Saturday, 1984 10 20, and that \$115.00 each be paid towards registration and expenses.

(c) That four primary teachers and one English teacher attend the "Ontario Provincial Reading Association Conference, A Celebration of Literacy in Ontario" to be held in Toronto, Friday evening, 1984 10 12 and Saturday, 1984 10 13, and that the registration fee of \$57.00 each be paid.

(d) That three teachers attend the "Ontario History and Social Science Teachers' Association Conference" to be held at Toronto, Thursday, 1984 10 25 and Friday, 1984 10 26, and that \$135.00 each be paid towards registration and expenses.

(e) That five teachers (presentors/executive members) attend the "National Council for Geographic Education, The Ontario Association for Geographic and Environmental Education Conference" to be held at Toronto, Wednesday, 1984 10 17 to Saturday, 1984 10 20, and that \$115.00 each be paid towards registration and expenses.

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Statement of the Commission on the...

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Education Centre
100 Main Street West
Hamilton, Ontario
1984 09 04

To the Chairman and Members
Education Management Committee
Board of Education
Hamilton, Ontario

Ladies and Gentlemen:

Re: Research Project - School/Home Communications

Mrs. Linda Scott, Principal of Ridgemount School, is requesting permission to conduct a research project relating to "School/Home Communications". The major purpose of this study will be to clarify parent beliefs and attitudes relative to parent hesitancy to contact the school.

The project, which has funding from the Ontario Educational Research Council, will include a personal interview survey (copy attached) to be conducted by an independent researcher. Respondents will include a random sample of 48 parents from across our system. Eight parents will be selected from each of the six Board areas. Parents of youngsters in primary, junior, middle school and special education will be among those surveyed.

Respondents will be asked a number of fixed alternative questions and an opportunity will be given for additional comments through several open ended questions and a general comment section at the conclusion of the interview. The researcher will administer a second brief questionnaire (copy attached) in order to define respondent characteristics such as age, educational level and family income.

The information gleaned from this project will be used to provide:

- . suggestions for principals and teachers to promote more effective parent involvement in the educational process and
- . a basis on which to develop a series of parent workshops designed to improve home and school communications.

Administration feels that such a study should be beneficial to parents, staff and students and, therefore, recommends:

That the board of Education for the City of Hamilton support the request of Mrs. Linda Scott to conduct a School/Home Communications research project.

Prepared and Submitted by: Peter S. Beveridge
Associate Superintendent
Curriculum and Special Services

Approved by: A. J. Krever
Director

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Appendix 1

Interview Study "Hesitancy to Contact School"

1. What factors do you think have the greatest influence on your child's educational success? (Rank from 1 to 5)

___ parents' educational level
___ how much money you earn
___ parents' attitude toward school
___ the way the teacher teaches
___ how much time you spend supervising homework

2. How much influence do you think you have over what happens to your child at school?

___ great deal
___ some
___ not much
___ none

3. Would you describe your own school years as:

___ very positive experience
___ usually happy
___ O.K.
___ not too negative
___ usually unhappy
___ very negative experience

cont'd...

Appendix 1

Interview Guide: "Attitudes to Contact 2004"

1. What factors do you think have the greatest influence on your attitude?

educational attainment (Rank from 1 to 7)

_____ personal educational level

_____ how much money you earn

_____ personal attitude towards people

_____ the way the teacher behaves

_____ how much time you spend studying mathematics

2. How much influence do you think you have over what happens in your

child's life?

_____ great deal

_____ some

_____ not much

_____ none

3. Would you describe your own school years as

_____ very positive experience

_____ usually happy

_____ O.K.

_____ not too negative

_____ usually unhappy

_____ very negative experience

4. How do you feel when you have a question or concern about which you think you should contact the school? (Please place a check mark beside all the words that apply to you.)

☐ nervous	☐ defensive
☐ angry	☐ confident
☐ afraid	☐ positive
☐ anxious	☐ pleased
☐ relaxed	☐ pleasant anticipation
☐ eager	

5. Do you ever feel uncomfortable at the school because.....(Please place a check mark beside all the statements that apply to you.)

☐ the chairs/tables etc. aren't comfortable

☐ English is not my native language

☐ you aren't dressed like the teacher

☐ you feel the teacher couldn't ever understand your problems

☐ you didn't do well in school yourself

☐ the classroom reminds me of my days at school

☐ you don't know much about school programs.

☐ other (Please indicate your concern here) _____

cont'd...

6. How do you feel when you have a question or comment about school?

You think you should contact the principal. (Please check a box)

Please mark all the words that apply to you.

_____ nervous	_____ defensive
_____ angry	_____ confused
_____ afraid	_____ sensitive
_____ anxious	_____ worried
_____ relaxed	_____ disappointed
_____ eager	

7. Do you ever feel uncomfortable at the school because...

Please check any words that apply to you.

_____ the change from your state's curriculum

_____ English is not my native language

_____ you aren't treated like the others

_____ you feel the teacher couldn't ever understand your struggles

_____ you didn't do well in school yourself

_____ the classroom reminds me of my days at school

_____ I don't know much about school programs

_____ other (Please include your comment here)

6. Who would you contact if you had a question or concern about a school matter? (Please place a check mark beside the person you would contact first.)

☐ no one
☐ teacher
☐ principal
☐ vice principal
☐ trustee
☐ neighbour
☐ other (Please indicate individual) _____

7. In another study parents indicated they hesitate to contact school over a question or concern. Why do you think this is so? (Place a check mark beside the one you think is the main reason.)

☐ afraid of making trouble
☐ afraid school will "take it out" on child
☐ just nervous about talking to teacher and/or principal
☐ can't explain concern well enough
☐ can't be bothered
☐ don't want to bother teacher or school
☐ other (Please indicate possible reason here) _____

cont'd...

1. Who would you contact if you had a question or concern about a
school matter? (Please check a single box below the list.)

Which Contact First?

☐ No one

☐ Teacher

☐ Principal

☐ Vice Principal

☐ Treasurer

☐ Board member

☐ Other (Please indicate individual)

2. In another study, parents indicated they hesitate to contact school
over a question or concern. Why do you think this is? (Please
check each box that you think is the main reason.)

☐ Lack of money/time

☐ School system not "user friendly"

☐ Lack of time to contact school

☐ Lack of confidence in school

☐ Don't know how to contact

☐ Don't want to bother teacher or school

☐ Other (Please indicate individual)

8. During parent teacher interviews do you feel (circle yes or no)

- yes no that teacher uses too much teacher language
- yes no that teacher talks at you.
- yes no that teacher doesn't really understand your child
- yes no that teacher doesn't respect you
- yes no that teacher is truly interested in your child
- yes no that teacher sees you as a threat
- yes no that teacher really has evaluated your child's progress well
- ___ other (Please indicate other reactions here) _____
-

9. What suggestions do you have for improving parent/teacher interviews?

(Please check all the suggestions you think could improve interviews)

- ___ more often ___ fewer ___ during day ___ at school
- ___ longer ___ shorter ___ during evening ___ in my house
- ___ give report card to you only during interview time (rather than sending it home with child).
- ___ more specific examples of how I can work with my child
- ___ a list of topics given to me beforehand that teacher wants to discuss
- ___ giving me a chance to
(please complete statement)
- ___ more informal/friendly/pleasant
- ___ other (Please add other suggestions you may have) _____
-

cont'd...

10. How would you describe the attitude of your school toward parent questions (Check where appropriate)

- ☐ seems that school never admits there is a problem
- ☐ very open and friendly
- ☐ very concerned about my child
- ☐ always on the defensive
- ☐ I never really get an answer
- ☐ very interested in hearing about my concerns
- ☐ other (please indicate other attitudes evident in your child's school personnel) _____

11. How would you describe the attitude of your school toward parent involvement? (Check where appropriate)

- ☐ very open and friendly
- ☐ encourages parent involvement
- ☐ discourages parent involvement
- ☐ says they want parent involvement but really doesn't encourage it.
- ☐ wants parents to be involved only in fund raising
- ☐ wants parents to be involved only in some activities such as supervising trips.
- ☐ wants parents involved in deciding on school program
- ☐ other (Please add any other comments you may wish to make regarding parent involvement and your child's school.) _____

cont'd...

12. I find when I go to parent teacher conference I never feel
that (Please check all the answers that apply to you).

- ☐ I ask the right questions
 - ☐ the teacher and I come to any conclusions about my child
 - ☐ we are able to make a decisions about how I can help my child
 - ☐ I've explained my concerns or ideas well
 - ☐ other (Please add any other feelings you may have about
the parent/teacher conference). _____
- _____

In the space below and if you wish on the reverse side of
the page please add any other comments you may wish to
make with regard to the importance of parent involvement in the
school system or parent hesitancy to contact the school.

Thank you for your assistance.

Appendix 2

Respondent Descriptive Data

The following information is to be requested by the interviewer on completion of the study "Hesitancy to Contact the School".

1. Who responded to survey questions?

____ mother

____ father

____ other (please specify grandparent, stepmother, guardian etc.) _____

2. Respondent's age (answer only if participating in interview.)

3. Number of years of respondent in school.

4. Number of children in elementary school in the family.

cont'd...

5. Salary Range (combined family income)

Under \$12,000	_____
\$12,000 - \$15,000	_____
\$15,000 - \$18,000	_____
\$18,000 - \$21,000	_____
\$21,000 - \$25,000	_____
Over \$25,000	_____

6. Languages spoken in home

_____ English

other (please list) _____

7. General attitude of respondent toward survey.

2. Salary Range (original basic income)

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. Employee's position in home

Other (please specify)

4. General outline of proposed research project

A G E N D A

SEP 28 1984

EDUCATION MANAGEMENT COMMITTEE

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1984 10 02

Confirmation of the minutes of the last regular and special meeting of 1984 09 13.

GENERAL

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Report from the Officials re: Athletic Therapists.
3. Appointment of members to the Special Education Advisory Committee.
4. Report from the Officials re: Public Information and Awareness.

PART I

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Report of the French Language Advisory Committee.

PART II

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Director re: Royal Botanical Gardens.
2. Report from the Officials re: Sherwood Heights Elementary School (referred from Sept. E.M.C. - 1984 09 05).

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Report of the Special Education Advisory Committee.

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1984 10 02

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

(a) That a member of Senior Management attend the Public Information and Relations for School Systems Seminar sponsored by the National Academy for School Executives to be held at Lake Buena Vista, Florida, Monday 1984 11 26 to Wednesday, 1984 11 28, and that expenses be paid according to policy.

(b) That an Area Superintendent attend the First Symposium on Youth "Education and Work in a New Society" sponsored by Sheridan College to be held at Toronto, Wednesday, 1984 11 14 to Friday, 1984 11 16, and that the registration fee of \$325 be paid.

(c) That the Staff Development Program Leader attend the "Women in Educational Administration Ontario Conference" to be held at Toronto, Thursday, 1984 11 01, and that \$125 be paid towards registration and expenses.

Superintendent of Curriculum and Special Services

(a) That two English Consultants attend the "Ontario Council of Teachers' of English Conference, After 1984, What?" to be held at Toronto, Thursday evening, 1984 10 18 to Saturday, 1984 10 20, and that \$115 each be paid towards registration and expenses.

(b) That one Language Consultant attend the "Association Canadienne des Professeurs d'Immersion" to be held at Montreal, Thursday, 1984 11 01 to Saturday, 1984 11 03, and that expenses be paid according to policy.

(c) That one Mathematics Consultant attend the "Ontario Mathematics Co-ordinators' Association Mathematics Consultants' Seminar" to be held at Malton, Friday, 1984 11 30, and that the registration fee of \$50 be paid.

(d) That the Supervisor and Consultant of Music attend the "Ontario Music Educators' Association Provincial Conference '84" to be held in Toronto, Thursday, 1984 11 01 to Saturday 1984 11 03, and that the registration fee of \$120 each be paid.

(e) That the Supervisor, Consultant and Technician of Science attend the "Science Teachers' Association of Ontario Conference" to be held at Toronto, Thursday, 1984 11 08 to Saturday, 1984 11 10, and that \$80 each be paid towards registration and expenses.

Associate Superintendent of Curriculum and Special Services

(a) That the Supervisor of Special Education (member of the Executive Committee, Ontario Federation of Chapters (CEC), be permitted to attend the 28th Annual Conference of the Ontario Federation of Chapters - Council for Exceptional Children, to be held in Ottawa, Wednesday, 1984 10 24 to Saturday, 1984 10 27, his expenses to be paid by the Council for Exceptional Children.

(b) That two staff members of the Continuing Education Department attend the Continuing Education School Board Administrators' Conference to be held in Toronto, Thursday, 1984 11 22 and Friday, 1984 11 23, and that each receive \$90 towards the cost of registration and expenses.

(c) That the Supervisor of Adjustment Services attend the series of lectures on "Introduction to Family Law for Mental Health Professionals" to be held in Hamilton on six consecutive Thursday evenings commencing Thursday, 1984 10 18, and that the registration fee of \$40 be paid.

(d) That two Special Education Consultants attend the workshop "A Day with Dr. Donald Deshler", sponsored by the Toronto Association for Children with Learning Disabilities to be held in Toronto, 1984 12 01, and that \$50 each be paid towards the cost of registration and expenses.

(e) That up to 12 special services teachers attend the 28th Annual Conference of the Ontario Federation of Chapters - Council for Exceptional Children to be held in Ottawa, Thursday, 1984 10 24 and/or Friday, 1984 10 25, and that the registration fee of \$115 be paid.

Respectfully submitted,

A. J. Krever,
Director of Education.

-as

1984 09 17

To The Chairman and Members,
The Education Management Committee,
The Board of Education for the City of Hamilton.

Ladies and Gentlemen:

RE: Athletic Therapist Use (1984 - 85 Season)

At the August 1983 Education Management Committee meeting, a motion was passed to hire athletic therapists for the 1983 football season. Coverage included one therapist per game to administer first aid to injured players; utilize emergency procedures as required; determine the capability and safety of the injured player to resume participation; assist with the completion of student accident reports and assist with team preparation before each game. The cost of this service was \$3,500.

In addition to these services, the therapists are providing coaches with seminars on preventive exercises and general team preparation. At the initiative of the therapists, a new athletic injury recording system is now in place, ready for the 1984 - 85 season.

Athletic therapist coverage has continued to provide a high level of medical attention to injured athletes and peace of mind for coaches.

A report was made at the 1983 11 29 Education Management Committee meeting which outlined the success of the athletic therapist coverage. Recommendations made at this meeting expanded the coverage to two therapists per game for the 1984 - 85 football season and one therapist per game for the 1983 - 84 hockey season - effective December 1, 1983. The estimated cost of these motions was \$10,812.

It is, because of the success of this program and the accumulated evidence of athletic injury occurrence provided by studies in Canada and the United States, that an expansion of the use of athletic therapists is recommended for this year.

RECOMMENDATION: It is recommended that the services of the athletic therapists be expanded as indicated in this report for the 1984 - 85 interscholastic season.

Prepared by: D. Calder, Supervisor of Physical and Health Education;
C. Newman, Sports Convenor

Submitted by: K. Rielly, Superintendent of Operations

Approved by: A. Krever, Director of Education

The Board of Education for the City of Hamilton,
The Education Management Committee,
to the Trustees and Members.

Letter and Presentation

RE: Athletic Therapy for 1984 - 85 Season

At the August 1983 Education Management Committee meeting, a motion was passed to hire athletic therapists for the 1984-1985 season. Coverage for the 1984-1985 season was estimated at \$25,000. The cost of this service was \$25,000.

In addition to these services, the therapists are providing instruction with students on preventive exercises and general fitness. At the initiative of the therapists, a new athletic injury recording system is now in place, ready for the 1984-85 season.

Athletic therapy coverage has continued to provide a high level of medical attention to injured athletes and years of relief for coaches.

A report was made at the 1983-84 Education Management Committee meeting which outlined the success of the athletic therapy program. Recommendations were made at this meeting to extend the coverage to two therapists per day for the 1984-85 season. The estimated cost of these motions was \$20,000.

It is recommended that the success of this program and the success of the athletic therapy program be recognized by the Board of Education. It is recommended that the success of the athletic therapy program be recognized by the Board of Education.

It is recommended that the success of the athletic therapy program be recognized by the Board of Education. It is recommended that the success of the athletic therapy program be recognized by the Board of Education.

Prepared by: D. Cairns, Supervisor of Physical and Health Education
C. Newman, Sports Coordinator

Submitted by: K. Rieff, Superintendent of Education

Approved by: A. Kreyer, Director of Education

1984 09 23

ATHLETIC THERAPIST USE

1984 - 1985

Letter and Contingency

<u>SPORT</u>	<u>SEASON</u>	<u>THERAPIST HOURS</u>	<u>COST</u>
Football (2) (M)	Complete	500	\$ 6,500.00
Hockey (M)	Complete	238	3,094.00
Track (Co-Ed) (Elementary and Secondary)	Championships	100	1,300.00
Vocational Sports (M and F)		90	1,170.00
Elementary Sports (M and F)		58	754.00
Basketball (M and F)	Play-offs	45	585.00
Field Hockey (F)	Play-offs	37	481.00
Soccer (M and F)	Play-offs	34	442.00
Volleyball (M and F)	Play-offs	30	390.00
Gymnastics (F)	Championships	12	156.00
		<u>1,144</u>	<u>\$14,872.00</u>

Dr. P. Newberry
Chadwick-McNeider Hospital

Mrs. Helen Smith
Children Services Committee

Mr. Jean Desmarais
French Language Committee

Submitted and Prepared by: P. E. Savard, Associate Superintendent of
Curriculum and Special Services

Approved by: A. J. Kravet, Director of Education

ATHLETIC THERAPIST USE

1984 - 1985

SPORT	SEASON	THERAPIST HOURS	FEES
Football (S) (M)	Complete	500	\$ 5,500.00
Hockey (M)	Complete	200	2,000.00
Track (50-100) (Elementary and Secondary)	Championships	100	1,300.00
Vocational Sports (H and F)		80	1,120.00
Elementary Sports (H and F)		28	352.00
Basketball (M and F)	Play-offs	42	582.00
Field Hockey (F)	Play-offs	12	168.00
Soccer (M and F)	Play-offs	30	412.00
Volleyball (H and F)	Play-offs	20	280.00
Gymnastics (F)	Championships	12	156.00
		<u>1,240</u>	<u>\$14,812.00</u>

1984 09 25

To the Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

RE: Membership of the Special Education Advisory Committee

In accordance with the Education Act 1983, 182 (1) the Board of Education shall establish a Special Education Advisory Committee.

It is recommended that the following representatives from community organizations, and other community personnel be appointed to the Special Education Advisory Committee of the 1984-85 Academic Year:

Mrs. Judith Bishop
Hamilton Council of Home and
School Associations

Dr. Peter Rosenbaum
Hamilton & District Society for
Crippled Children

Dr. Wendy Brennan
Ontario Psychological Association

Dr. Mark Nagler
Association for Bright Children

Dr. Joseph Jacobs
Hamilton & District Association
for the Mentally Retarded

Mrs. Dorothy Tilbury
Association for Children with
Learning Disabilities

Mrs. Gloria Christianson
Canadian National Institute for
the Blind

Mr. Mike McHenry
Canadian Hearing Society

Mrs. Judy Masters
Hamilton & District Parents
of Handicapped Children

Ms. Shereen Airth
Epilepsy, Hamilton & District

Other:

Dr. P. Newberry
Chedoke-McMaster Hospitals

Mrs. Helen Benoit
Children Services Committee

Mr. Jean Desmarais
French Language Committee

Submitted and Prepared by: P. S. Beveridge, Associate Superintendent of
Curriculum and Special Services

Approved by: A. J. Krever, Director of Education

Education Centre,
100 Main Street West,
HAMILTON, Ontario.
1984 10 02

To the Chairman and Members,
Education Management Committee,
Hamilton, Ontario.

Ladies and Gentlemen:

Re: Public Information and Awareness

The Chairman of the Board has, or will be presenting to Trustees, an overview of the ALSBO public awareness campaign. This campaign will be made up of a video tape and information kit suitable for use at the local Board jurisdiction level as a supplement to existing or planned public information programs. With the changes that have taken place in education over the last few years and the growth of not only the separate school but the private school system and the impending studies that are being carried on by the Ministry of Education, it behooves all public school boards to develop a co-ordinated and intensive program of public awareness. The focus of such a program should be on familiarizing the community of the services that are available as well as the types of programs that are being offered. Such a program, to be effective, should be addressing the two publics that Boards of Education work with i.e., (a) internal -- teaching staff, school level administration, central administration, trustees, service employees (clerical, custodians, etc.), professional organizations (local) and (b) external -- parents, non-parents, students, volunteers, business and industry, news media, professional organizations (provincial). The following components should be included in any such program:

1. Purpose of School Public Information (Relations)

An educational public information program is a planned and systematic management function designed to help improve the programs and services of an educational system. It relies on a comprehensive two-way communication process involving both internal and external publics with a goal of stimulating a better understanding of the role, objectives, accomplishments and needs of the organization i.e., the Hamilton educational system.

2. Target Audiences

The information should be directed at the two publics we deal with i.e., internal (staff) and external including parents, non-parents, students, etc.

cont'd. .

3. Organization of a Public Information Program

In order to effectively carry on such a program the following strategies should be utilized:

- (a) co-ordination through the Information Officer
- (b) the re-establishment of a Communication Advisory Committee
- (c) the establishment of a system public relations committee co-ordinated by the Information Officer and including representation from the key groups within the system
- (d) development of a multi-faceted and co-ordinated public information program focussing primarily on the school utilizing various forms of information dissemination i.e., print, video, etc.
- (e) an appropriate and supportive budget allocation.

4. Issues to be Addressed

Strategies for information dissemination re:

- (a) services available
- (b) programs offered
- (c) quality of education
- (d) adult learning opportunities
- (e) information contacts
- (f) educational issues,
etc.

RECOMMENDATIONS:

1. The Hamilton Board of Education support the public awareness initiatives of ALSBO by instituting a comprehensive public information program.
2. That the Communications Advisory Committee be re-established.*
3. That reports be forwarded to the Board indicating recommendations, progress and directions.

*see Appendix "A"

Prepared and submitted by: A. J. Krever,
Director of Education.

3. Presentation of a Public Information Program

In order to effectively carry out such a program the following standards should be observed:

- (a) The program should be based on the information which is available to the public and should be designed to meet the needs of the public.
- (b) The program should be designed to be as simple and direct as possible.
- (c) The program should be designed to be as timely and relevant as possible.
- (d) The program should be designed to be as accurate and reliable as possible.
- (e) The program should be designed to be as comprehensive as possible.
- (f) The program should be designed to be as flexible and adaptable as possible.
- (g) The program should be designed to be as cost-effective as possible.
- (h) The program should be designed to be as measurable and evaluable as possible.
- (i) The program should be designed to be as innovative and creative as possible.

4. Methods to be Employed

The following methods are suggested for the presentation of the program:

- (a) Personal contact with the public.
- (b) Mass media (radio, television, newspapers, magazines, etc.).
- (c) Public hearings and forums.
- (d) Educational courses and seminars.
- (e) Distribution of pamphlets and leaflets.
- (f) Use of posters and displays.
- (g) Use of films and slides.
- (h) Use of records and documents.
- (i) Use of models and exhibits.
- (j) Use of games and simulations.
- (k) Use of role-playing and dramatization.
- (l) Use of group decision-making exercises.
- (m) Use of case studies and problem-solving exercises.
- (n) Use of self-instructional materials.
- (o) Use of distance learning techniques.
- (p) Use of computer-assisted instruction.
- (q) Use of interactive video.
- (r) Use of teleconferencing.
- (s) Use of web-based learning.
- (t) Use of mobile learning.
- (u) Use of social media.
- (v) Use of virtual reality.
- (w) Use of augmented reality.
- (x) Use of mixed reality.
- (y) Use of artificial intelligence.
- (z) Use of blockchain technology.

5. Evaluation

1. The program should be evaluated in terms of its effectiveness in achieving its objectives.
2. The program should be evaluated in terms of its cost-effectiveness.
3. The program should be evaluated in terms of its impact on the public.
4. The program should be evaluated in terms of its sustainability.
5. The program should be evaluated in terms of its replicability.
6. The program should be evaluated in terms of its transferability.
7. The program should be evaluated in terms of its scalability.
8. The program should be evaluated in terms of its adaptability.
9. The program should be evaluated in terms of its flexibility.
10. The program should be evaluated in terms of its responsiveness.
11. The program should be evaluated in terms of its transparency.
12. The program should be evaluated in terms of its accountability.
13. The program should be evaluated in terms of its integrity.
14. The program should be evaluated in terms of its honesty.
15. The program should be evaluated in terms of its fairness.
16. The program should be evaluated in terms of its equity.
17. The program should be evaluated in terms of its justice.
18. The program should be evaluated in terms of its morality.
19. The program should be evaluated in terms of its ethics.
20. The program should be evaluated in terms of its values.
21. The program should be evaluated in terms of its principles.
22. The program should be evaluated in terms of its standards.
23. The program should be evaluated in terms of its criteria.
24. The program should be evaluated in terms of its benchmarks.
25. The program should be evaluated in terms of its indicators.
26. The program should be evaluated in terms of its measures.
27. The program should be evaluated in terms of its metrics.
28. The program should be evaluated in terms of its data.
29. The program should be evaluated in terms of its information.
30. The program should be evaluated in terms of its knowledge.
31. The program should be evaluated in terms of its wisdom.
32. The program should be evaluated in terms of its insight.
33. The program should be evaluated in terms of its understanding.
34. The program should be evaluated in terms of its comprehension.
35. The program should be evaluated in terms of its grasp.
36. The program should be evaluated in terms of its perception.
37. The program should be evaluated in terms of its awareness.
38. The program should be evaluated in terms of its recognition.
39. The program should be evaluated in terms of its identification.
40. The program should be evaluated in terms of its classification.
41. The program should be evaluated in terms of its categorization.
42. The program should be evaluated in terms of its organization.
43. The program should be evaluated in terms of its structure.
44. The program should be evaluated in terms of its system.
45. The program should be evaluated in terms of its framework.
46. The program should be evaluated in terms of its model.
47. The program should be evaluated in terms of its paradigm.
48. The program should be evaluated in terms of its approach.
49. The program should be evaluated in terms of its method.
50. The program should be evaluated in terms of its technique.
51. The program should be evaluated in terms of its strategy.
52. The program should be evaluated in terms of its tactic.
53. The program should be evaluated in terms of its maneuver.
54. The program should be evaluated in terms of its operation.
55. The program should be evaluated in terms of its process.
56. The program should be evaluated in terms of its procedure.
57. The program should be evaluated in terms of its protocol.
58. The program should be evaluated in terms of its regulation.
59. The program should be evaluated in terms of its rule.
60. The program should be evaluated in terms of its law.
61. The program should be evaluated in terms of its ordinance.
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83. The program should be evaluated in terms of its estimation.
84. The program should be evaluated in terms of its approximation.
85. The program should be evaluated in terms of its assessment.
86. The program should be evaluated in terms of its evaluation.
87. The program should be evaluated in terms of its appraisal.
88. The program should be evaluated in terms of its analysis.
89. The program should be evaluated in terms of its examination.
90. The program should be evaluated in terms of its inspection.
91. The program should be evaluated in terms of its investigation.
92. The program should be evaluated in terms of its inquiry.
93. The program should be evaluated in terms of its research.
94. The program should be evaluated in terms of its study.
95. The program should be evaluated in terms of its exploration.
96. The program should be evaluated in terms of its investigation.
97. The program should be evaluated in terms of its discovery.
98. The program should be evaluated in terms of its finding.
99. The program should be evaluated in terms of its conclusion.
100. The program should be evaluated in terms of its result.
101. The program should be evaluated in terms of its outcome.
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103. The program should be evaluated in terms of its impact.
104. The program should be evaluated in terms of its influence.
105. The program should be evaluated in terms of its power.
106. The program should be evaluated in terms of its force.
107. The program should be evaluated in terms of its strength.
108. The program should be evaluated in terms of its influence.
109. The program should be evaluated in terms of its effect.
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112. The program should be evaluated in terms of its outcome.
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114. The program should be evaluated in terms of its accomplishment.
115. The program should be evaluated in terms of its success.
116. The program should be evaluated in terms of its triumph.
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122. The program should be evaluated in terms of its superiority.
123. The program should be evaluated in terms of its excellence.
124. The program should be evaluated in terms of its quality.
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126. The program should be evaluated in terms of its worth.
127. The program should be evaluated in terms of its merit.
128. The program should be evaluated in terms of its virtue.
129. The program should be evaluated in terms of its goodness.
130. The program should be evaluated in terms of its beauty.
131. The program should be evaluated in terms of its attractiveness.
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133. The program should be evaluated in terms of its charm.
134. The program should be evaluated in terms of its allure.
135. The program should be evaluated in terms of its magnetism.
136. The program should be evaluated in terms of its charisma.
137. The program should be evaluated in terms of its personality.
138. The program should be evaluated in terms of its character.
139. The program should be evaluated in terms of its nature.
140. The program should be evaluated in terms of its essence.
141. The program should be evaluated in terms of its core.
142. The program should be evaluated in terms of its heart.
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145. The program should be evaluated in terms of its mind.
146. The program should be evaluated in terms of its intellect.
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150. The program should be evaluated in terms of its understanding.
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152. The program should be evaluated in terms of its wisdom.
153. The program should be evaluated in terms of its insight.
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155. The program should be evaluated in terms of its awareness.
156. The program should be evaluated in terms of its recognition.
157. The program should be evaluated in terms of its identification.
158. The program should be evaluated in terms of its classification.
159. The program should be evaluated in terms of its categorization.
160. The program should be evaluated in terms of its organization.
161. The program should be evaluated in terms of its structure.
162. The program should be evaluated in terms of its system.
163. The program should be evaluated in terms of its framework.
164. The program should be evaluated in terms of its model.
165. The program should be evaluated in terms of its paradigm.
166. The program should be evaluated in terms of its approach.
167. The program should be evaluated in terms of its method.
168. The program should be evaluated in terms of its technique.
169. The program should be evaluated in terms of its strategy.
170. The program should be evaluated in terms of its tactic.
171. The program should be evaluated in terms of its maneuver.
172. The program should be evaluated in terms of its operation.
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199. The program should be evaluated in terms of its calculation.
200. The program should be evaluated in terms of its estimation.

6. Appendix

Appendix A: List of references and sources used in the preparation of this report.

BOARD OF EDUCATION FOR THE CITY OF HAMILTONCOMMUNICATIONS COMMITTEE

- was in existence from 1971 to 1979

Mandate of the Communications Committee

- in 1977, the committee set the following Aims and Objectives of the Communications Committee:

"That this Committee set as its prime priority the opening of free-flowing communication channels to all sectors of the community by an ongoing examination of the most effective mechanisms of such communications through regular meetings called for the purpose of determining:

- (a) the issue with respect to which the public should be specifically informed,
 - (b) which sections of the community are most concerned with such issues,
 - (c) the best methods of informing these sectors about these issues,
 - (d) the best method of obtaining useful input from such sectors in relation to such issues."
- Communications Committee came about as a result of a Notice of Motion from Mrs. Ritchie at the November 12, 1970 Board meeting. Matter referred to the EMC for consideration.
 - at EMC, recommended and approved that the 1971 EMC appoint a committee to meet with the officials to take a good look at the communications with parents and the public. At the first meeting of the EMC in 1971, the appointment of a sub committee was approved.

Since that time, the Communications Committee initiated the following:

- Board brochure
- Question and Answer Period at Board meetings (now defunct - trial period for three months, but no public interest)
- publicity spots on the radio and CHCH.

Composition of 1971 Committee re Communication Program Between Board and Parents and Public

4 Trustees

Officials - no officials specified to sit on committee, although the following did attend: Director, Secretary-Treasurer and Business Administrator, Superintendent of Special Services, Executive Assistant to the Director, Deputy Business Administrator.

1977 Composition -Communications Committee

5 Trustees

Officials - no officials specified to sit on committee. The following officials attended: Director, Superintendent of Special Services, Assistant to Business Administrator, Administrative Assistant to the Business Administrator, Information Officer.

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1984 09 27.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART I

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That Mrs. Diane Currie's timetable be changed from 3/6 time to 4/6 time (Semester 1 and 2), effective 1984 09 01.

(b) That Mrs. Sara Weedon-MacDonald be returned from her Maternal Leave of Absence and assigned teaching duties, effective 1984 10 03.

(c) That the request of Mrs. Donna Bujnowski to extend her Maternal Leave of Absence with a Leave of Absence for Personal Reasons, effective 1984 10 01 to 1984 11 30, be granted.

(d) That the request of Mrs. Irene Kay for a Maternal Leave of Absence, approved at the July Meeting, be changed to become effective 1984 10 15 until 1985 01 31.

(e) We regret to announce the death of Mr. Harry Boehm, a teacher at Barton Secondary School, on Monday, 1984 09 17.

(f) That up to 75 students of Grade 12 Urban Geography be permitted to attend a four day field study in Montreal, Quebec, from Thursday, 1984 10 25 to Sunday, 1984 10 28, at their own expense.

(g) That the Geography Supervisor or designated department head and 1 teacher for every 15 students attend the four day field study in Montreal, Quebec and that each receive \$130 towards their expenses.

(h) That the following trips be approved:

- i. Delta, Grade 12, Physical Education, Mount St. Louis, Ontario, 1985 01 11 (Friday)
- ii. Hill Park, Grades 11-13, Theatre Arts, New York, New York, 1985 05 14-17 (Tuesday to Friday)
- iii. Westdale, Grade 10, French, Quebec City, Quebec, 1984 11 11-14 (Sunday to Wednesday)
- iv. Westdale, Grade 12, French, St. Donat, Quebec, 1985 01 30 to 1985 02 03 (Wednesday to Sunday)

Superintendent of Curriculum and Special Services

(a) That the action of the Superintendent of Curriculum and Special Services in permitting one secondary school (vocational) teacher to attend the "Wella Seminar, Romance Beauty Supplies", Monday, 1984 10 01, at Stoney Creek, and that the registration fee of \$10.00 be paid, be approved.

(b) That two secondary school teachers attend the "Ontario Physical and Health Education Conference" to be held at Brock University, Friday, 1984 11 02, and that the registration fee of \$20.00 each be paid.

(c) That one secondary school (composite) teacher-librarian attend the "Ontario Library Association Conference" to be held at Ottawa, Friday, 1984 10 26 to Sunday, 1984 10 28, and that expenses be paid according to policy.

(d) That three secondary school teachers attend the "Ontario Music Educators' Association Provincial Conference '84" to be held in Toronto, Thursday, 1984 11 01 to Saturday, 1984 11 03, and that the registration fee of \$120.00 each be paid.

(e) That up to fifteen secondary school teachers of Business Education attend the "Ontario Business Education Association Annual Fall Workshop" to be held at Toronto, Saturday, 1984 10 27, and that the registration fee of \$20.00 each be paid.

(f) That six secondary school (composite) teachers of Business Education attend the "Ontario Business Education Association, Special Crossover Clinic" to be held at Toronto, Friday, 1984 10 26, and that \$35.00 each be paid towards registration and expenses.

(g) That up to \$1,000 be allotted for secondary teachers to attend all or portions of the "Science Teachers' Association of Ontario Conference" to be held at Toronto, Thursday, 1984 11 08 to Saturday, 1984 11 10.

(h) That one secondary school principal/vice-principal attend the "Women in Educational Administration Ontario Conference" to be held at Toronto, Thursday, 1984 11 01, and that the registration fee of \$75.00 be paid. (Staff Development)

(i) That one secondary school (composite) teacher attend the "Ontario Heads of Business Association Executive Committee Meeting" to be held at Ottawa, Friday, 1984 10 19, at no cost to the Board.

(j) That one secondary school (composite) principal attend the "20th Conference of Principals" to be held at Sudbury, Wednesday, 1984 10 31 to Saturday, 1984 11 03, at no cost to the Board.

(k) That one secondary school (vocational) teacher attend the "National Council of Teachers' of Mathematics Conference", as a presenter, to be held at Winnipeg, Thursday, 1984 10 18 to Saturday, 1984 10 20, at no cost to the Board.

Respectfully submitted,

A. J. Krever,
Director of Education

The Councilor responsible:

2007

147 That the attached report presented to the Finance Committee concerning the particular duties of the Principal of South Secondary School, George H. Viner, and the new responsibilities assigned to him from September, be referred to the Salary Committee of the Board for its consideration.

Respectfully submitted,

Mr. E. Angley
Chairman

Chairman Board,
1984 09 19.

REPORT OF THE
FRENCH LANGUAGE ADVISORY COMMITTEE

Present: Mr. H. Paquin (Chairman);
Trustees Varrasso, Vine and McMurrich; Mesdames Barker, and Garon;
Miss Lapointe; Messrs. Desmarais and Lord.

Also Trustee Mulholland;

Present: Mr. R. Davidson, Supervisory Officer, French Language, Ministry of
Education.

Officials

Present: Mr. J. Penner (Deputy Business Administrator),
Mr. K. A. Rielly (Superintendent of Operations),
Mr. R. Kennedy (Area Superintendent),
Mr. A. J. Molineux (Assistant to the Business Administrator).

The Committee recommends:

PART I

(a) That the attached report presented to the French Language Advisory Committee concerning the particular duties of the Principal of Ecole Secondaire Georges P. Vanier, and the new responsibilities assumed by him this September, be forwarded to the Salary Committee of the Board for its consideration.

Respectfully submitted,

Mr. H. Paquin,
Chairman.

Committee Room,
1984 09 19.

PRINCIPAL OF GEORGES-P-VANIER

According to the Education Act 1982, Section 236, the principal is responsible for the supervision and direction of pupils, programs, and staff of the school, and for the management and operation of the building, grounds, and school equipment.

During the past nine years, Georges-P-Vanier has been in a sharing facilities situation at Scott Park and Southmount. The principal of these two schools assumed the responsibilities for management and operation of the building, grounds, and most of the school equipment. Commencing September 1984, Georges-P-Vanier will be occupying a composite secondary school building itself. The principal of Georges-P-Vanier will now assume the responsibility for buildings and grounds.

Apart from the regular duties of a principal for the Hamilton Board, the principalship at Georges-P-Vanier requires responsibilities that reflect the nature of the school. These responsibilities are:

1. Location of feeder schools often necessitates greater time commitment, e.g., travelling, communications - Georgetown, Brantford, Cambridge, Burlington, Guelph, Kitchener, Oakville, Simcoe and two in Hamilton.
2. Additional meetings with - supervisory officer from the Ministry, ministry meetings pertaining to education in Francais, F.L.A.C. meetings in request from Hamilton, Halton, Hamilton-Wentworth, Waterloo. Simcoe.
3. The recruiting, supervision and evaluation of new staff members is more extensive.
4. The supervision of programs en Francais requires more principal time.
5. The bussing of over half the student enrolment creates different demands.

Some of the new responsibilities to be assumed by the principal in September are:

1. Preparation of the expanded school budget (e.g., physical building)
2. School bookstore
3. Cafeteria Supervision

4. Working with Head Caretaker re: building and grounds
5. Reservations, Joint Apprenticeship Training Programming, etc.

To the Chairman and Members,
Education Management Committee

radon and asbestos

The 1983 Accommodation Report indicated the need for school consolidation in the north-east section of the inner city.

As a result of a decision of the Board, taken after consideration of the 1983 report, it was recommended that Sherwood Heights School be closed for closure, effective June, 1985.

The Accommodation Committee has carefully examined the brief of the Sherwood Heights Public Education and after comparing its findings with the most recent enrollment figures for the school, continues to recommend closure.

It is recommended that Sherwood Heights School
be closed effective June, 1985.

Prepared by: J. Tarrant
Submitted by: A. J. Brown
Approved by: Senior Management

Education Centre,
100 Main Street West,
Hamilton, Ontario,
L8P 1H6,
September, 1984.

To the Chairman and Members,
Education Management Committee.

Ladies and Gentlemen:

The 1983 Accommodation Report addressed the need for school consolidation in the north-east section of the upper city.

As a result of a decision of the Board, taken after consideration of the 1983 report, it was recommended that Sherwood Heights School be studied for closure, effective June, 1985.

The Accommodation Committee has carefully examined the brief of the Sherwood Heights Review Committee and after comparing its findings with the most recent enrolment figures for the school, continues to recommend closure.

It is recommended that Sherwood Heights School be closed effective June, 1985.

Prepared by: J. Forrester
Submitted by: A. J. Krever
Approved by: Senior Management

A REVIEW OF SHERWOOD HEIGHTS SCHOOL ENROLMENT: SEPTEMBER, 1984

- Growth 1. There are 28 fewer this year than last and 36 fewer than forecast for this year. (see Tables 1 and 2 of this report)
- Class Size 2. The city-wide average class sizes, by division, are: Primary 25.73 and Junior 29.21. Sherwood Heights class average, by division, is: Primary 20.0 and Junior 29.0.
- Safety 3. Of the 129 students attending Sherwood Heights, 43 must cross either Upper Ottawa or Fennell Avenue East to get to school. This number represents one-third of the school population.
- Distance 4. Of the 129 students attending Sherwood Heights, only three (3) live beyond a one mile normal walking distance to either Huntington Park or Peace Memorial.
- Data Base 5.(a) The last municipal census was conducted in August, 1983, and it is the results of this census that formed the basis for forecasts by Research Services.
- (b) It would appear that the Sherwood Review and Analysis Committee misinterpreted the demographic base used by Research Services and, hence, the discrepancy in numbers and interpretation occurred.
- Tables 1 and 2 of the Sherwood Heights brief appear to:
- (i) double or triple count some students
 - (ii) count children under one year of age
- Future Enrolment 6. Rather than a possible enrolment of 263 pupils (or +240 if the Trainable Retarded are not counted) it appears more likely that the enrolment will be in the area of +135 in the foreseeable future (not counting the Trainable Retarded). The +135 counts Junior Kindergarten to grade 5 pupils.

A REVIEW OF ENROLMENTS
IN
THE NORTH-EAST OF THE UPPER CITY
SEPTEMBER, 1984

NOTES:

- (1) Forecasts in the table below were prepared in October, 1983
- (2) Actuals are preliminary numbers as of September 7, 1984
- (3) Peace Memorial forecast did not include about 20 children in French Immersion kindergarten who came from the entire east mountain area
- (4) Fernwood Park forecast of 10 for special education did not include gifted program.

Table 1

<u>Fernwood Park</u> (OC. 316)	JK	KGN	G.1	G.2	G.3	G.4	G.5	SP.Ed.	TOTAL
Forecast	32	48	26	23	32	28	54	10	253
Actual (Sept. 7)	35	39	27	27	33	27	31	23	242
<u>Huntington Park</u> (OC. 568)									
Forecast	18	29	24	32	22	24	20	25	194
Actual (Sept. 7)	16	23	21	24	19	25	20	19	167
<u>Peace Memorial</u> (OC. 480)									
Forecast	32	36	42	32	40	32	22	8	244+20*
Actual (Sept. 7)	36	58*	44	34	32	37	24	6	271
<u>Sherwood Heights</u> (OC. 368)									
Forecast	16	27	23	26	22	32	19		165
Actual (Sept. 7)	15	16	18	22	14	27	17		129**

* Includes French Immersion pupils

** Eighteen Trainable Retarded pupils are also placed in Sherwood Heights

NOTE RE SHERWOOD HEIGHTS FORECASTS FOR SEPTEMBER, 1985

With the Sherwood Heights actual being about 20% below the forecast it is very likely that future forecasts will be much lower than those provided in the Accommodation Report of 1983-84. There may be several reasons for the decline which was sharper than forecasted.

- (1) Parents may have opted for French Immersion at Peace Memorial kindergarten
- (2) A few pupils may have entered the gifted program
- (3) Parents in the Highview area may have chosen Peace Memorial in the belief that Sherwood would be closed.

Additional time is required to discover the reason for the larger than expected decline after the official enrolments are gathered on September 28.

Research Services Department
Hamilton Board of Education
September 13, 1984

AN ANALYSIS OF STATISTICS
FOR
SHERWOOD HEIGHTS SCHOOL
SEPTEMBER, 1984

Table 2 Enrolment Comparison for 1983 and 1984

	<u>1983-84</u>	<u>1984-85</u>
Grade enrolment	121	98
JK/SK enrolment	36	31
Total enrolment*	157	129

* Percentage Change in Enrolment from September, 1983 to September, 1984 - 18%

Table 3 Enrolment as a Percentage of Operational Capacity*

	<u>1983-84</u>	<u>1984-85</u>
* Hamilton Board of Education Operational Capacity for Sherwood Heights School -- 368	40.0	35.1

Note: These percentages do not include the 18 Trainable Retarded pupils from Southview.

Table 4

Preliminary Forcasts based
on previous data.

Organization for September <u>1984</u>	Possible Organizations <u>September</u>	
	<u>1985</u>	<u>1986</u>
JK - 15	JK - 15	JK - 15
SK - 16	SK - 17	SK - 17
1 - 18	1 - 25	1 - 22
2 - 22	2/3 - 27	2/3 - 27
3/4 - 29	3/4 - 29	3/4 - 26
4/5 - <u>29</u>	5 - <u>22</u>	5 - <u>25</u>
Total 129	Total 135	Total 132
Average Enrolment - Grade Classes		
24.5	25.8	25.0

Table 5

Enrolment as a Percentage of Operational Capacity for
Four Neighbouring Schools

<u>SCHOOL</u>	<u>* OP. CAPACITY</u>	<u>1983-84</u>	<u>1984-85</u>	<u>/ 1984-85 CONSIDERING SP. ED.</u>
Peace Memorial	480	44.7	55.5	57.9
Highview	760	24.9	23.2	24.2
Huntington Park	568	40.7	36.6	41.3
Fernwood Park	316	60.4	69.3	82.6

* without considering special education enrolment

/ considering special education enrolment

ATTENDANCE AREA

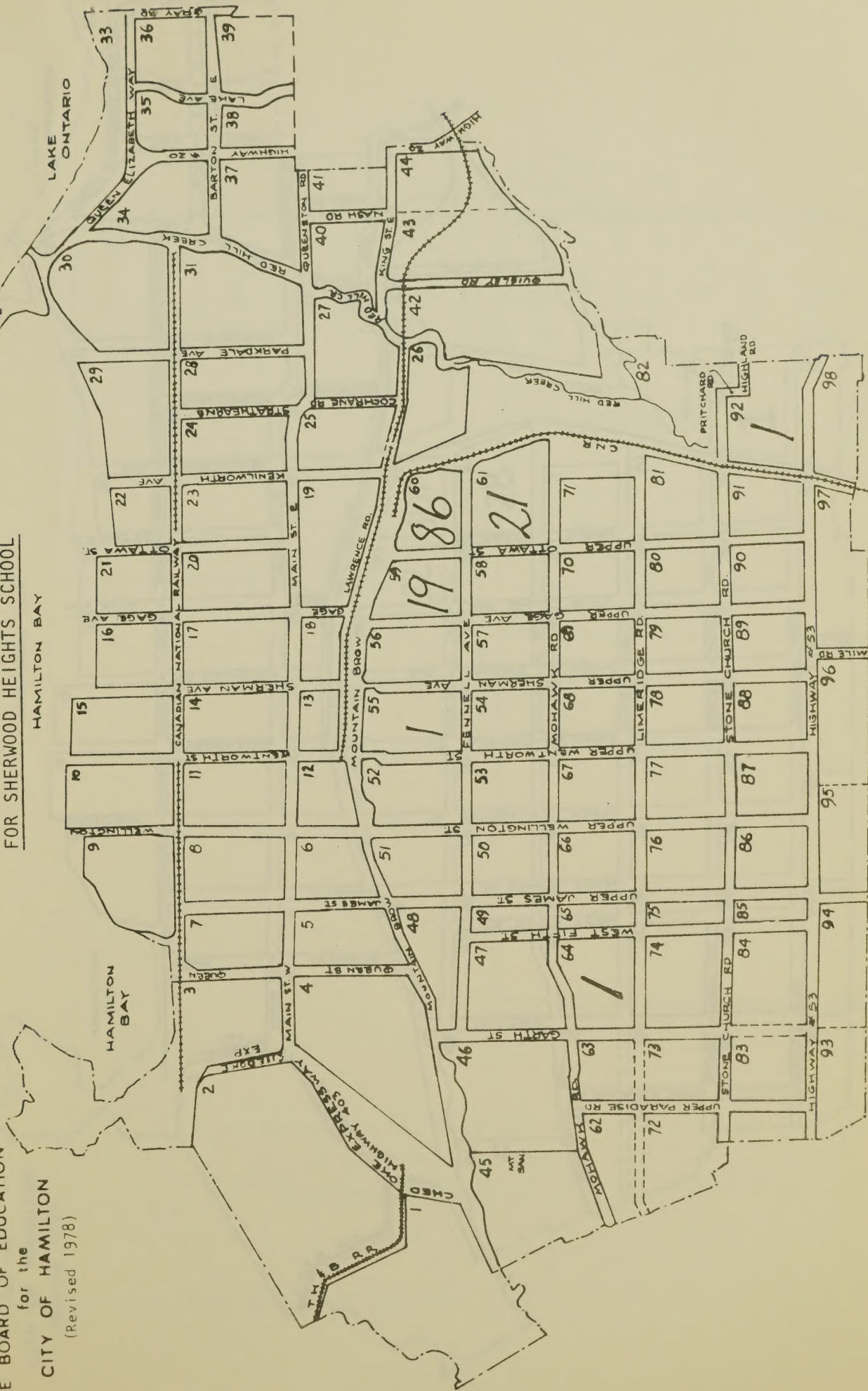
THE BOARD OF EDUCATION
for the
CITY OF HAMILTON
(Revised 1978)

POPULATION BY ATTENDANCE AREA

AS OF SEPTEMBER, 1984

FOR SHERWOOD HEIGHTS SCHOOL

HAMILTON BAY



ATTENDANCE AREA

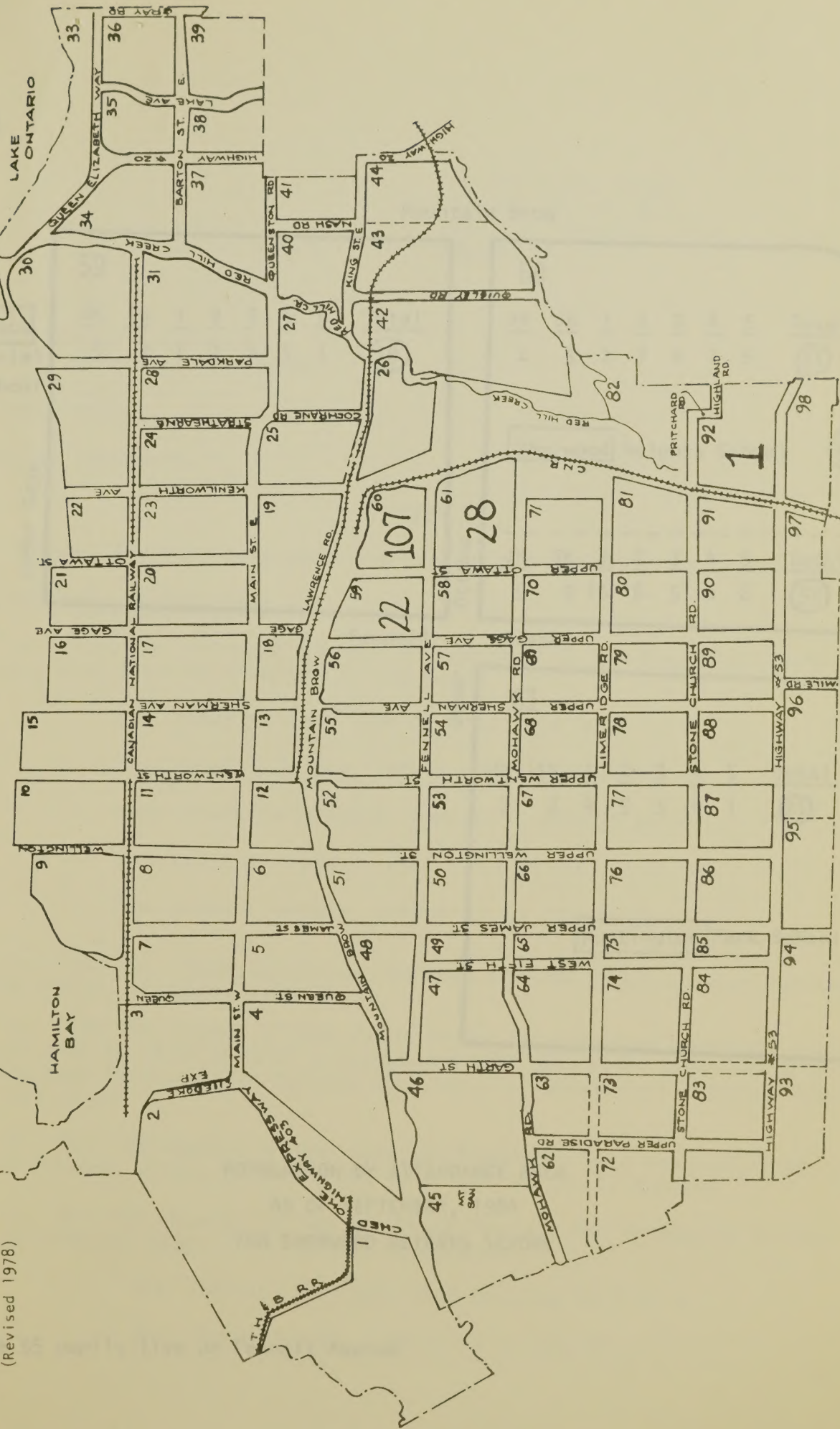
THE BOARD OF EDUCATION
for the
CITY OF HAMILTON
(Revised 1978)

POPULATION DENSITY ATTENDANCE AREA

AS OF SEPTEMBER 30, 1983

FOR SHERWOOD HEIGHTS SCHOOL

HAMILTON BAY



MAP 3

Mountain Brow

Peace
Memorial
School

Upper Gage

59

JK	SK	1	2	3	4	5	Total
5	2	1	2	3	5	1	(19)

60

JK	SK	1	2	3	4	5	Total
2	3	2	7	4	7	6	(31)

Sherwood Heights School

(86)

Ottawa

JK	SK	1	2	3	4	5	Total
5	9	10	8	5	10	8	(55) *

Fennell

Avenue

Upper

61

JK	SK	1	2	3	4	5	Total
2	2	4	5	3	4	1	(21)

Huntington Park School

POPULATION BY ATTENDANCE AREA
AS OF SEPTEMBER, 1984
FOR SHERWOOD HEIGHTS SCHOOL

* these 55 pupils live on Fennell Avenue

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1984 09 27.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART II

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Mrs. Joyce Collins, 1984 09 06 to 1984 10 05

Mrs. Janet Dickenson, 1985 01 07 to 1985 06 28

Miss Sandra Easterbrook, 1984 10 15 to 1985 06 28 (.5)

Miss Olive Y. Francis, 1984 10 20 to 1984 12 21

Mrs. Linda M. Walker, 1984 09 17 to 1984 10 31

(b) That Mrs. Donna Bennett be returned from her Adoption Leave and assigned teaching duties, effective 1984 09 01.

(c) That the request of Mrs. Kathy Taylor for a Maternal Leave of Absence, effective 1984 10 15 be granted in accordance with conditions governing Maternal Leave and that this Leave be followed by a Leave of Absence for Parental Reasons until 1985 12 31.

(d) That the request of Mrs. Kathleen Henderson for a Leave of Absence for Personal Reasons, effective 1985 01 01 until 1985 08 31, be granted.

(e) That the requests of the following teachers for extensions of their present Leaves of Absence, effective as shown, be granted:

Mrs. Patricia Fretwell, 1985 01 01 to 1985 08 31

Mrs. Bonnie Mendel, 1984 11 12 to 1985 08 31

(f) That the timetables of the following teachers be changed as shown, effective 1984 09 01:

Mrs. Karen Andreychuk, from .8 to .9

Mrs. Betty Eedson, from 1.0 to .5

Mrs. Janet Verhaeghe, from 1.0 to .5

(g) That the timetables of the following teachers be changed as shown, effective 1984 09 17:

Mrs. Mildred Green, from .5 to 1.0

Mrs. Jeanette Hughes, from .5 to 1.0

(g) That Mrs. Jane Evans be requested to take the Guidance Part I Winter Course, and that she be reimbursed for her registration fee of \$243.50 upon submission of proof of successful completion of the course.

(h) That the following trip be approved:

Tweedsmuir, Grade 8, History, Ottawa, Ontario, 1984 10 23-25 (Tuesday to Thursday)

Superintendent of Curriculum and Special Services

(a) That the action of the Superintendent of Curriculum and Special Services in permitting one teacher to attend "The Council of Drama in Education Conference, Drama - The Heart of Curriculum" at Port Stanton, Friday, evening, 1984 09 28 to Sunday, 1984 09 30 and that \$115.00 be paid towards registration and expenses, be approved.

(b) That up to ten teachers attend the "Ontario Physical & Health Education Association Conference" to be held at Brock University, Friday, 1984 11 02, and that the registration fee of \$20.00 each be paid.

(c) That one teacher-librarian attend the "Ontario Library Association Conference" to be held at Ottawa, Friday, 1984 10 26 to Sunday, 1984 10 28, and that expenses be paid according to policy.

(d) That three teachers attend the "Ontario Music Educators' Association Provincial Conference '84" to be held in Toronto, Thursday, 1984 11 01 to Saturday, 1984 11 03, and that the registration fee of \$120.00 each be paid.

(e) That one principal/vice-principal attend the "Women in Educational Administration Ontario Conference" to be held at Toronto, Thursday, 1984 11 01, and that the registration fee of \$75.00 be paid. (Staff Development)

(f) That two teachers attend the "Evaluation for Growth: A Focus on Skills Conference" to be held at Toronto, Sunday, 1984 10 28 to Wednesday, 1984 10 31, and that \$240.00 each be paid towards registration and expenses. (Staff Development)

(g) That up to \$800.00 be allotted for teachers to attend all or portions of the "Science Teachers' Association of Ontario Conference" to be held at Toronto, Thursday, 1984 11 08 to Saturday, 1984 11 10.

Associate Superintendent of Curriculum and Special Services

(a) That one vice-principal (member of the Executive Committee, Ontario Federation of Chapters (CEC)), be permitted to attend the 28th Annual Conference of the Ontario Federation of Chapters - Council for Exceptional Children to be held in Ottawa, Wednesday, 1984 10 24 to Saturday, 1984 10 27, his expenses to be paid by the Council for Exceptional Children.

Respectfully submitted,

A. J. Krever,
Director of Education.

ss

REPORT OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Mrs. M. Baskin (Chairman);
Trustees Di Ianni and Mulholland; Mesdames Airth, Bishop, Benoit and
Masters; Messrs. Desmarais and McHenry; Drs. Jacobs, Brennan, Nagler
and Newberry.

Also

Present: Trustee Van Horne; Mr. Doug Moore (Artist in School).

Officials

Present: Mr. P. Beveridge (Associate Superintendent of Curriculum & Special
Services),
Mr. R. Adams (Supervisor, Special Education),
Mrs. E. Pease (Administrative Assistant to the Director),
Mr. A. J. Molineux (Assistant to the Business Administrator).

The Committee recommends:

PART II

1. That the Special Education Advisory Committee recommends the Hamilton Board of Education explore the possibility of expanding the Artist-in-the-School project, as previously undertaken by Mr. Doug Moore at Vincent Massey School, to include projects with children with exceptionalities other than mental retardation.

Respectfully submitted,

Mrs. M. Baskin
Chairman.

Committee Room,
1984 09 25.

A G E N D A

OCT 30 1984

CALY ON HBL W2

A32

1984

EDUCATION MANAGEMENT COMMITTEE

1984 10 30

Confirmation of the minutes of the last regular and special meeting of 1984 10 11.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re: Core French Report (referred from June E.M.C. - 1984 06 05).

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Report from the Officials re: Employee Assistance Program.
3. Report from the Officials re: Microcomputer Support Services.
4. Report from the Officials re: Staff Development - Alternative Experiences.
5. Report of the Special Education Advisory Committee.

PART I

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Summer School Programme.
3. Alternative Education.
4. Report from the officials re: Practical Technology for Living: Grade 10.
5. Report from the officials re: Introductory Computer Studies Course - Grade 10.
6. Report from the officials re: General Level Computer Technology - Grade 11.

PART II

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re: Sherwood Heights Elementary School (referred from Sept. E.M.C. - 1984 09 05).
2. Presentation from Highview Review & Analysis Committee (referred from September E.M.C. - 1984 09 05).

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Report from the officials re: Compensatory Education.
3. Presentation from L. Britt re: Child Find Inc.
4. Presentation from Mr. Richard Godin re: Social Effects of School Closings.
5. Report of the Committee to Review the Consolidation Policy.
6. Report of the Trainable Retarded Children's Advisory Committee.

GENERAL

I have the honor to advise the following recommendations for your approval:

(1) That a meeting of Junior Management School the Education Policy (1964) Committee, sponsored by G.E.A.A., be held at Toronto, Ontario, on Friday, 1964 12 25, and that expenses be paid according to policy.

(2) That a meeting of Junior Management School the Education Policy (1964) Committee, sponsored by G.E.A.A., be held at Toronto, Ontario, on Saturday, 1964 12 26, and that expenses be paid according to policy.

(3) That an Area Superintendent attend the "Education as a Service Industry" workshop, sponsored by Canadian Association of School Administrators, to be held at Quebec City, Quebec, 1964 12 27-28, 1964 12 29, and that expenses be paid according to policy.

(4) That an Area Superintendent attend the Canadian Council for the Study of Education Conference to be held at Montreal, Quebec, 1964 12 27-28, 1964 12 29, and that expenses be paid according to policy.

(5) That two principals and one senior official attend the annual conference of the Ontario Education Research Council to be held in Toronto on Friday, 1964 12 27 and Saturday, 1964 12 28, and that each receive an \$800 honorarium.

(6) That three members of the Education Services Department attend the annual conference of the Ontario Education Research Council to be held in Toronto on Friday, 1964 12 27 and Saturday, 1964 12 28, and that each receive an \$800 honorarium.

(7) That three members of the Education Services Department attend the workshop sponsored by the Administration of Educational Supervisors of Ontario held in conjunction with the OEA on Thursday, 1964 12 24, and that each receive \$15 towards expenses.

Index

1. Introduction to the History of Statistics.
2. Report from the Ministry of Commerce and Industry.
3. Investigation into the State of the Cotton Trade.
4. Investigation into the State of the Cotton Trade.
5. Report of the Committee on the Cotton Trade.
6. Report of the Committee on the Cotton Trade.

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1984 10 30

To the Chairman and Members,
Education Management Committee
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

(a) That a member of Senior Management attend the Education Policy (1984) Symposium, sponsored by O.A.E.A.O., to be held at Toronto, Monday, 1984 11 19 and Tuesday, 1984 11 20, and that expenses be paid according to policy.

(b) That a member of Senior Management attend the workshop, "The Funding of Roman Catholic Secondary Schools Issues and Implications, sponsored by OCLEA, to be held at Toronto, Friday, 1984 11 09 to Saturday, 1984 11 10, and that the registration fee of \$210 be paid.

(c) That an Area Superintendent attend the "Education As A Service Industry" workshop, sponsored by Canadian Association of School Administrators, to be held at Quebec City, Monday, 1985 01 21 to Friday, 1985 01 25, and that expenses be paid according to policy.

(d) That an Area Superintendent attend the Canadian Council For Inner-City Education Conference to be held at Winnipeg, Thursday, 1984 11 22 to Saturday, 1984 11 24, and that expenses be paid according to policy.

(e) That two principals and one senior official attend the annual conference of the Ontario Education Research Council to be held in Toronto on Friday, 1984 12 07 and Saturday, 1984 12 08 and that each receive an allowance of \$20 towards expenses.

(f) That three members of the Research Services Department attend the annual conference of the Ontario Education Research Council to be held in Toronto on Friday, 1984 12 07 and Saturday 1984 12 08, and that each receive \$85 towards expenses.

(g) That three members of the Research Services Department attend the workshop sponsored by the Association of Educational Researchers of Ontario held in conjunction with the OERC on Thursday, 1984 12 06 and that each receive \$55 towards expenses.

Education Canada,
100 West Beaver Creek,
Richmond Hill, Ontario,
L4B 1N3

In the Government and Members,
Education Management Committee,
Room 27, 100 West Beaver Creek,
Richmond Hill, Ontario,
L4B 1N3

Dear Sirs:

GENERAL

I have the honour to acknowledge the receipt of your letter of the 15th of January, 1984.

(1) That a member of the Education Management Committee, Mr. J. H. H. H., in the letter of January 15th, 1984, has requested that the Education Management Committee be asked to consider the following:

(a) That a member of the Education Management Committee, Mr. J. H. H. H., in the letter of January 15th, 1984, has requested that the Education Management Committee be asked to consider the following:

(b) That a member of the Education Management Committee, Mr. J. H. H. H., in the letter of January 15th, 1984, has requested that the Education Management Committee be asked to consider the following:

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(d) That a member of the Education Management Committee, Mr. J. H. H. H., in the letter of January 15th, 1984, has requested that the Education Management Committee be asked to consider the following:

(e) That a member of the Education Management Committee, Mr. J. H. H. H., in the letter of January 15th, 1984, has requested that the Education Management Committee be asked to consider the following:

(f) That a member of the Education Management Committee, Mr. J. H. H. H., in the letter of January 15th, 1984, has requested that the Education Management Committee be asked to consider the following:

Superintendent of Curriculum and Special Services

(a) That the Administrative Assistant, Curriculum and Special Services, attend the A.L.S.B.O. Affirmative Action Conference, to be held at Toronto, Saturday, 1984 11 10 and that the registration fee of \$75 be paid.

(b) That one English Consultant attend the "Invitational Colloquium - Design of the Writing Folder: Senior Division and OAC English Workshop" to be held at Nepean, Wednesday, 1984 11 07 and Thursday, 1984 11 08, and that expenses be paid according to policy.

(c) That the Supervisor of Geography attend the "Canadian Association of Geographers Conference" to be held at Waterloo, Friday, 1984 11 02 and Saturday, 1984 11 03, and that \$110 be paid towards registration and expenses.

(d) That the Supervisor of Mathematics attend the "Expanding Your Horizons in Mathematics and Science Conference" to be held at Toronto, Saturday, 1984 11 03, and that \$20 be paid towards registration and expenses.

(e) That the action of the Superintendent in permitting a consultant of Physical and Health Education to attend a "Stretching Clinic" sponsored by Actovetics Incorporated in Sunnybrook Hospital, Toronto, on Thursday, 1984 10 04 and to have the registration fee of \$35 be paid, be approved.

(f) That the Staff Assistant and Consultant of Junior Education attend the "Education Youth: A Community Response Seminar" to be held at the Convention Centre, Hamilton, Thursday, 1984 11 22, and that the registration fee of \$25 each be paid.

Associate Superintendent of Curriculum and Special Services

(a) That one Adjustment Counsellor attend the Association for Advancement of Behavioural Therapy Annual Conference to be held in Philadelphia from Thursday, 1984 11 01 to Sunday, 1984 11 04, and that expenses be paid according to policy.

(b) That the Supervisor and Consultant, Guidance Services, and the President of the Hamilton Counsellors' Association attend the Ontario School Counsellors' Association 1984 Conference to be held in Toronto on Wednesday, 1984 11 14 to Friday, 1984 11 16, and that the registration fee of \$110 each be paid.

(c) That the Supervisor of Research Services and the Psycho-educational Consultant for the Gifted, Psychological Services, attend the workshop on Qualitative Research and Evaluation of Gifted Programming to be held in Toronto, Friday, 1985 02 22, and that \$130 each be paid towards the cost of registration and expenses.

(d) That up to five Adjustment Counsellors attend the Suicide Workshop, sponsored by the Council on Suicide Prevention, Hamilton and District, to be held in Hamilton, Wednesday, 1984 11 28, and that the registration fee of \$10 each be paid. (Staff Development)

(e) That one member of the Adjustment Services Department attend the weekly seminar on Pastoral Counselling Education to be held on ten Wednesday evenings, 1985 01 to 1985 04, and that the registration fee of \$125 be paid.

(f) That one Special Education Consultant attend the Ontario Council for Leadership in Education Administration's workshop on "The Gifted Adolescent As An Independent Learner: Do's & Don'ts, Wills and Won'ts" to be held in Toronto, Friday, 1984 11 09, and that the registration fee of \$115 be paid.

(g) That up to two Adjustment Counsellors attend the conference on "Educating Youth: A Community Response" to be held in Hamilton, Thursday, 1984 11 23 and Friday, 1984 11 24, and that the registration fee of \$25 each be paid.

Respectfully submitted,

A. J. Krever,
Director of Education.

-as

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1984 10 22

To The Chairman and Members,
The Education Management Committee,
Board of Education,
Hamilton, Ontario

Ladies and Gentlemen:

RE: Employee Assistance Program (E.A.P.)

Background Information

At the 1981 11 11 meeting of the Hamilton Board of Education, the following recommendations were approved.

That an Employee Assistance Program be developed by the Hamilton Board of Education with the program to commence January 1, 1982 under the following guidelines:

- That it be a voluntary contact, assessment and referral program.
- That it be co-ordinated by a counsellor to be engaged on a referral basis by the Hamilton Board of Education.
- That it be available to all staff of the Board on a voluntary strictly confidential basis.
- That a joint committee implement, evaluate, and make recommendations concerning the program and define the role of management and employee representatives.

1984 Program Review

In reviewing the Employee Assistance Program, the following factors are taken into consideration:

- Structure
- General Feedback
- Use
- Cost

The National Center
for Health Statistics
Washington, D.C.
20012-1001

Dr. Robert M. Anderson
Director
National Center
for Health Statistics

Dear Dr. Anderson:

Enclosed for you are two copies of the

following information:

1. A copy of the report of the National Board of Health
Statistics, dated May 1984.

2. A copy of the report of the National Board of Health
Statistics, dated May 1984.

3. A copy of the report of the National Board of Health
Statistics, dated May 1984.

4. A copy of the report of the National Board of Health
Statistics, dated May 1984.

5. A copy of the report of the National Board of Health
Statistics, dated May 1984.

6. A copy of the report of the National Board of Health
Statistics, dated May 1984.

Sincerely,
Robert M. Anderson

Enclosed for you are two copies of the following information:

- 1. A copy of the report of the National Board of Health Statistics, dated May 1984.
- 2. A copy of the report of the National Board of Health Statistics, dated May 1984.
- 3. A copy of the report of the National Board of Health Statistics, dated May 1984.
- 4. A copy of the report of the National Board of Health Statistics, dated May 1984.

● STRUCTURE

The Board program has all the components of other successful E.A.P. programs. These components are:

- Clinical Service
- Policies and Procedures for Contact and Referral
- Training of Individuals in Supervisory Positions
- Education of All Employees about The Resource
- Orientation to the Program
- Evaluation/Cost Benefit of the Program

A unique feature of our program is that the counsellor, Mr. Allan Sheftel, M.S.W., is taking an active role in providing free in-service to the various interest groups. The in-service sessions primarily address the training, education and orientation components of the program.

● GENERAL FEEDBACK

To date very positive feedback has been received about both the program and the counsellor that the Board employs.

From the confidential questionnaires received from those using the program, it is quite evident that

- there is a need for an Employee Assistance Program
- the present format of the program is desirable
- there is a need to make the system aware of the program
- there is need for more education and orientation about the program, especially in the non-teaching sector of employees

● USE

	1982 01 01 to 1984 09 30	1984 01 01 to 1984 09 30
Total number of initial E.A.P. contacts with consultant	56	10
Number of teacher contacts with consultant	40	5
Number of support staff contacts with consultant	16	5

Types of Problems that the E.A.P. Consultant Encountered

- . Marital and family relationships
- . Job related stress
- . Medical, Anxiety, Depression
- . Legal, financial
- . Alcohol Abuse
- . Emotional exhaustion

The Board of Directors has approved the proposed plan of reorganization of the company and has authorized the management to carry out the same.

The Board of Directors has also approved the proposed plan of reorganization of the company and has authorized the management to carry out the same.

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RECOMMENDATION

The Board of Directors has approved the proposed plan of reorganization of the company and has authorized the management to carry out the same.

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APPENDIX

1961 to 1962		1962 to 1963	
10	25	10	25
2	40	2	40
5	15	5	15

Notes to the Appendix

- 1. The Board of Directors has approved the proposed plan of reorganization of the company and has authorized the management to carry out the same.
- 2. The Board of Directors has also approved the proposed plan of reorganization of the company and has authorized the management to carry out the same.
- 3. The Board of Directors has also approved the proposed plan of reorganization of the company and has authorized the management to carry out the same.
- 4. The Board of Directors has also approved the proposed plan of reorganization of the company and has authorized the management to carry out the same.
- 5. The Board of Directors has also approved the proposed plan of reorganization of the company and has authorized the management to carry out the same.

RECOMMENDATIONS

1. That the Employee Assistance Program for the Hamilton Board of Education be in effect for the 1985 calendar year.
2. That a continued effort be made to bring about awareness of the E.A.P. Program to the system.
3. That \$4,000.00 be allocated to the E.A.P. Program in the 1985 budget for supplies and services as well as fees and contractual services.

Revised by: R. Halmos, Administrative Assistant of Operations.

Submitted by: K. A. Rielly, Superintendent of Operations,

Approved by: A. J. Krever, Director of Education.

RECOMMENDATIONS

1. That the Employee Assistance Program for the Southern Bell Company be continued for the 1987 calendar year.
2. That a continued effort be made to bring about termination of the S.B. Program to the extent.
3. That \$4,000.00 be allocated to the S.B. Program in the 1987 budget for supplies and services as well as other non-contractual activities.

Reviewed by: E. Nelson, Administrative Assistant of Operations.
Submitted by: E. A. Kelly, Superintendent of Operations.
Approved by: A. J. Kester, Director of Operations.

REPORT OF THE

SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Mrs. M. Baskin (Chairman);
Trustee Mulholland; Mesdames Airth, Bishop, Benoit, Christianson,
Masters and Tilbury; Messrs. Byron, Desmarais and McHenry;
Drs. Brennan and Jacobs.

Also

Present: Mr. J. A. Bilney, Special Education Liaison, Ministry of Education.

Officials

Present: Mr. J. Penner (Deputy Business Administrator),
Mr. P. Beveridge (Associate Superintendent of Curriculum & Special
Services),
Mr. J. Forrester (Area Superintendent),
Mrs. E. Pease (Administrative Assistant to the Director),

GENERAL

(a) That the Board be requested to order the Ontario Association for Children and Adults with Learning Disabilities booklet "Putting the Pieces Together" for each member of the Special Education Advisory Committee (17 x \$7.50).

Respectfully submitted,

Mrs. M. Baskin,
Chairman.

1984 10 24.

SUPERVISOR OF CURRICULUM AND INSTRUCTION
Business Education and Computer Education

Consultant
(Business Education)

Consultant
(Computer Education)

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1984 10 30

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

Re: Microcomputer Support Services

In the long-range report for microcomputers that was presented to the Board in the spring of this year, provision was made for the necessary support services for the total microcomputer program. These support services were required to address the current need for maintenance technicians and consultative assistants for teacher-training program implementation. Funds were subsequently placed in the budget to cover the additional staff required (one technician, one consultant). Plans are now underway to engage the technician effective December 1984.

During the review by academic staff of program priorities related to the microcomputer, it has become evident that overall co-ordination is required at the level of supervisors in order to ensure that the needs of the various subject areas are addressed effectively. It is felt that the needs of the microcomputer program can be best addressed through a revision of the expectations of the Supervisor of Curriculum and Instruction - Business Education. It is therefore recommended that this responsibility be revised to address both business education and computer education. The consultant, which has been approved in the budget, would be hired to act as a consultant in the business area while the major responsibility of the supervisor would then focus on the microcomputer program implementation. It is expected that the supervisor will work closely with other subject supervisors to ensure that the subject specialty needs are met adequately and appropriately through the acquisition of both hardware and software. The two consultants presently working in the computer area will be responsible to the Supervisor of Curriculum and Instruction - Business Education and Computer Education. We are confident that this shift in responsibility will enable our staff to meet the present and future demands for the implementation of this program.

**SUPERVISOR OF CURRICULUM AND INSTRUCTION
Business Education and Computer Education**

**Consultant
(Business Education)**

**Consultants
(Computer Education)**

International Centre
for the Study of
Education
Geneva, Switzerland
1974

To the Director and Members
of the International
Centre for the Study of
Education
Geneva, Switzerland

Dear Sirs:

International Support Services

In the 1974-75 report for international support services, provision was made for the necessary support services for the total international program. These support services were provided to address the various needs for international support services and support services for the international program. These support services were provided to address the various needs for international support services and support services for the international program. These support services were provided to address the various needs for international support services and support services for the international program.

During the review by the Director of the International Support Services, it was found that the various support services for the international program were provided to address the various needs for international support services and support services for the international program. These support services were provided to address the various needs for international support services and support services for the international program. These support services were provided to address the various needs for international support services and support services for the international program.

International Support Services
Geneva, Switzerland

Director
(Signature)

Secretary
(Signature)

The 1984 budget contains funds to cover the allocation of one consultant. This consultant would be assigned to the business education area and the supervisor would then assume responsibility for computer education as well as business education. It is anticipated that the supervisor will be spending the major portion of his time in the next three to five years to ensure that the microcomputer program is effectively implemented across the total educational spectrum at both the elementary and secondary school levels. The addition of one consultant is within the 1984 budget.

RECOMMENDATIONS:

It is recommended that:

1. the Supervisor of Curriculum and Instruction - Business Education assume the responsibilities for computer education.
2. a consultant be engaged effective February 1, 1985, to work in the area of business education.

Prepared and submitted by: A. J. Krever,
Director of Education.

Approved by: Senior Management.

-as

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1984 10 30

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

Re: Staff Development - Alternative Experiences

Over the years in Hamilton and other jurisdictions, one of the most effective professional development activities that staff can involve themselves in is through an exchange in an alternate panel, or a different position. Secondary teachers who have taught a year or two at the elementary level have found the experience to be most worthwhile and it has given them new insights into the teaching-learning process. Administrators who have worked in the other panel have also found the experience to be a broadening one, have benefited individually and, as a result, the better understandings have led to even more effective leadership at the system level. With the possibility of openings occurring in the not too distant future which will require personnel who have had experience in different panels, it is in the best interest of the system to provide as many opportunities as possible for this type of integration.

Exchanges can happen in several ways, which include:

- (a) teacher to teacher
- (b) consultant to administrator (principal, vice-principal, elementary or secondary).
- (c) supervisor to vice-principal/principal (elementary or secondary)
- (d) elementary principal to secondary principal or vice-principal, etc.

Most of these exchanges can be arranged at no extra cost to the Board. There are situations, however, such as a supervisor moving to an elementary or secondary vice-principal's position or an elementary principal's position where the supervisor would have to have his/her salary maintained. In such instances it may also be necessary to provide full responsibility allowance to someone who has accepted a greater position. In most cases the additional cost for any such exchange would be in the \$3,000-\$4,000 range.

In order to facilitate such exchanges, a limited amount of funding is necessary and it is therefore respectfully suggested that the administration be permitted to arrange exchanges the cost of which will not exceed \$20,000 annually. With this type of funding it will be possible to expand the skills

Education Canada
100 Main Street West
Ottawa, Ontario
K1P 6K5

To The Minister and Members,
Education Committee, House of Commons,
Ottawa, Ontario

Dear Sirs:

Re: Staff Development - Alternative Exchanges

Over the years in Hamilton and other jurisdictions, one of the most effective professional development activities has been staff exchange. In this program, staff are loaned to other jurisdictions for a period of time, usually 3 to 6 months. This allows staff to gain experience in a different jurisdiction and to bring back new ideas and techniques to their own jurisdiction. This is a very effective way to develop staff and to improve the quality of education. The staff exchange program is a valuable tool for staff development and for improving the quality of education. It allows staff to gain experience in a different jurisdiction and to bring back new ideas and techniques to their own jurisdiction. This is a very effective way to develop staff and to improve the quality of education. The staff exchange program is a valuable tool for staff development and for improving the quality of education.

Exchanges can happen in several ways, which include:

- (a) Informal exchanges;
- (b) Formal exchanges between jurisdictions;
- (c) Exchanges between jurisdictions and the federal government;
- (d) Exchanges between jurisdictions and the private sector.

Most of these exchanges are arranged at no extra cost to the Board. There are, however, some exchanges which do involve a cost. For example, if a staff member is loaned to another jurisdiction for a period of time, the Board must pay for the staff member's salary and benefits during that period. In some cases, the Board may also have to pay for the staff member's travel and accommodation expenses. However, these costs are usually offset by the benefits that the Board receives from the exchange program. For example, the Board may receive new ideas and techniques from the staff member who has been loaned to another jurisdiction. This can help to improve the quality of education in the Board's jurisdiction.

In order to facilitate such exchanges, a number of things need to be done. First, the Board must have a staff exchange program in place. This program should outline the procedures for staff exchanges and should specify the types of exchanges that are allowed. Second, the Board must have a list of staff members who are eligible for exchange. This list should include staff members who have been in the Board's jurisdiction for a certain period of time and who have the necessary qualifications for the exchange program. Third, the Board must have a system for matching staff members with other jurisdictions. This system should take into account the needs of both the Board and the other jurisdiction. Finally, the Board must have a system for monitoring the exchange program. This system should ensure that the exchange program is being implemented effectively and that it is providing the desired benefits to the Board and the other jurisdiction.

and horizons of our staff and provide new learning experiences which will be invaluable in the development of future leaders for our system.

RECOMMENDATION:

It is recommended that the administration be permitted to arrange exchanges, the cost of which shall not exceed \$20,000 per annum.

Prepared and submitted by: K. A. Rielly,
Superintendent of Operations.

Approved by: A. J. Krever,
Director of Education.

-as

and location of our assets and financial statements will be
included in the description of the business in our report.

RECOMMENDATION

It is recommended that the administrator be authorized to receive
and accept the cost of which shall not exceed \$50,000 per annum.

Respectfully submitted:
Superintendent of Domestic

James H. Hays
Director of Education

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1984 10 24.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART I

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Mrs. Debra Berry, 1984 09 04 to 1984 10 12 (4/6 timetable)

Mrs. Norma Dreossi, 1984 09 04 to 1984 11 30 (4/6 timetable)

(b) That the requests of the following teachers for Maternal Leaves of Absence be granted in accordance with conditions governing Maternal Leave and that these Leaves be followed by Leaves of Absence for Personal Reasons, effective as shown:

Mrs. Susan McBurney-Fowler, 1984 12 03 to 1985 05 03

Mrs. Bonnie Quinn, 1984 11 26 to 1985 04 30

(c) That the request of Mr. Richard Haver for a Leave of Absence for Personal Reasons, effective 1985 01 01 to 1985 12 31, be granted.

(d) That the timetable of Mrs. Mary P. Welsh be increased from half-time to full-time, effective 1984 11 12.

(e) That the request of Mrs. Ruth Clark for Release from Contract, effective 1984 12 10, be granted.

(f) That approval be given for the loan of up to two members of the secondary school staff to the Department of National Defence, effective 1985 09 01 to 1987 08 31.

(g) That the following trips be approved:

i. Delta, Grades 9 to 13, Physical Education, Kissing Bridge, Hamburg, New York, 1984 02 01-03 (Friday to Sunday)

ii. Hill Park, Grades 11 and 12, Business, Ottawa, Ontario, 1985 05 02-04 (Thursday to Saturday)

THE SECRETARY
100 West Street
New York, N.Y.
10038-1000

100 West Street
New York, N.Y.
10038-1000

100 West Street

Page 1

I have the honor to acknowledge the receipt of your letter of the 10th of May, 1964.

Very truly yours,

Enclosed for the Secretary of the Department of Health, Education and Welfare are two copies of the report of the Committee on the Status of the Negro in the United States, dated May 1, 1964.

Very truly yours,

Enclosed for the Secretary of the Department of Health, Education and Welfare are two copies of the report of the Committee on the Status of the Negro in the United States, dated May 1, 1964.

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Enclosed for the Secretary of the Department of Health, Education and Welfare are two copies of the report of the Committee on the Status of the Negro in the United States, dated May 1, 1964.

Very truly yours,

Enclosed for the Secretary of the Department of Health, Education and Welfare are two copies of the report of the Committee on the Status of the Negro in the United States, dated May 1, 1964.

Superintendent of Curriculum and Special Services

(a) That the action of the Superintendent of Curriculum and Special Services in permitting two secondary school teachers to attend "The Holocaust and the Literary Imagination Workshop" at York University, Toronto, Tuesday, 1984 10 30, and that the registration fee of \$25.00 each be paid, be approved.

(b) That one Co-operative Education Co-ordinator attend the "Ontario Alternative Education Association Annual Conference" to be held at Ottawa, Thursday, 1984 11 22 and Friday, 1984 11 23, and that expenses be paid according to policy.

(c) That one secondary school (vocational assistant) attend the "Leaders in Education Conference" to be held at Toronto, Thursday, 1984 11 29 to Saturday, 1984 12 01, and that the registration fee of \$165.00 be paid.

(d) That two secondary school teachers attend the "Leaders in Education Conference" to be held at Toronto, Wednesday, 1984 11 28 to Saturday, 1984 12 01 and that the registration fee of \$200.00 each be paid. (Staff Development)

(e) That one secondary school (composite) vice-principal attend the "Improving Teacher Evaluation Practices Conference" to be held at Toronto, Monday, 1984 11 26 and Tuesday, 1984 11 27, and that \$260.00 be paid towards registration and expenses. (Staff Development)

(f) That one secondary school (vocational) teacher attend the "Marketing '84 Workshop" to be held at Mohawk College, Friday, 1984 11 09, at no cost to the Board.

(g) That one secondary school (composite) teacher attend the "Software in the Classroom Conference" to be held at Toronto, Thursday, 1984 11 22 and Friday, 1984 11 23, and that \$155.00 be paid towards registration and expenses.

(h) That the action of the Superintendent of Curriculum and Special Services in permitting one secondary school (composite) teacher to attend the "Ontario Computer Design/Drafting Conference at Cambridge, Monday, 1984 10 29 and Tuesday, 1984 10 30, and that \$455.00 be paid towards registration and expenses, be approved.

(i) That two secondary school teachers of Science, one Guidance Counsellor and two secondary school teachers of Mathematics attend the "Expanding Your Horizons in Mathematics and Science Conference" to be held at Toronto, Saturday, 1984 11 03, and that \$20.00 each be paid towards registration and expenses.

(j) That one secondary school (composite) teacher attend the Ministry of Housing Workshop: "Building Together" to be held in Hamilton, Tuesday, 1984 11 13, at no cost to the Board.

(k) That one secondary school (vocational) principal attend the O.C.L.E.A. Workshop, "Basic Level Programming" to be held at Toronto, Thursday, 1984 11 01, and that \$130.00 be paid towards registration and expenses.

(l) That one secondary school (composite) teacher attend the "Performing Arts Management Institute Conference," to be held at New York, New York, Friday, 1984 11 16 to Sunday, 1984 11 18, and that \$400 (Canadian) be paid towards registration and expenses.

(m) That seven secondary school (vocational) principals and seven secondary school (vocational) teachers attend the "Central Ontario Region Headmasters' Planning Committee, Schools Offering Basic Programs Workshop" to be held at Toronto, Monday, 1984 11 26, and that \$50.00 each be paid towards registration and expenses. (Staff Development)

Associate Superintendent of Curriculum and Special Services

(a) That one secondary school Learning Resource Teacher attend the Centre Jules-Leger, Faculte d'education in Ottawa, Monday, 1984 11 05 to Friday, 1984 11 09, and that expenses be paid according to policy.

(b) That up to 12 Guidance Counsellors from the Composite Secondary Schools (one each) and 1 Guidance Counsellor from the Vocational Secondary Schools attend the Ontario School Counsellors' Association 1984 Conference to be held in Toronto from Wednesday, 1984 11 14 to Friday, 1984 11 16, and that the registration fee of \$110 each be paid.

(c) That one secondary school teacher (composite) attend the Learning Disabilities Workshop, to be held in Milton, Sunday, 1984 11 11 to Tuesday, 1984 11 13, and that \$150 be paid towards the cost of registration and expenses.

(d) That one secondary school teacher attend the Second National Conference of the Canadian Council for Multicultural and Intercultural Education to be held in Toronto, Wednesday, 1984 11 07 to Saturday, 1984 11 10, and that \$150 be paid towards the cost of registration and expenses.

Respectfully submitted,

A. J. Krever,
Director of Education

/sb

100 Main Street West
Hamilton, Ontario
L8N 3L1

October 30, 1984

To the Chairman and Members
Education Management Committee
The Board of Education for the
City of Hamilton

Ladies and Gentlemen:

Re: SUMMER SCHOOL PROGRAM - 1984

The upward trend in enrolment for summer school over the past several years indicated a projected 1984 enrolment of approximately 4,000 students. Based on this projection, we added Sir Winston Churchill Secondary School to our program but enrolment was lower than anticipated so, as a cost-saving measure, the Sir W. Churchill location was cancelled. Summer school operated at Sir John A. Macdonald, Scott Park, and Sherwood Secondary Schools.

Classes began on Monday, July 9th and ended on Friday, August 14th. Repeat courses were available in all grades from Grade 9 to 13. New credits were available at the senior level, Grades 11 to 13. New credits were four hours per day and repeat classes were two hours per day.

The decrease in enrolment was unexpected and caused some concern. Upon investigation it was found that the principal reason could be attributed to the semester system. With all schools now semestered, many students opted to wait for the first semester to repeat a course.

Many components of the 1984 Summer School were placed on the computer for the first time and the results of these procedures were favourably received by principals and staff. In future, there should be a considerable saving in secretarial time as various requirements are programmed into the computer, e.g. class registers, student withdrawals, mid-term and final marks records, etc.

A general overview of the 1984 summer school program is provided in the following statistics:

<u>ITEM</u>	<u>NUMBER</u>	<u>% OF TOTAL REGISTRATIONS</u>
Total course registrations	3,299	100
Courses completed	2,440	73.9
Withdrawals & cancellations	859	26.1
Successfully completed courses	2,263	(92.7% of completed courses)
Completions - Hamilton Board	1,711	70.1
Completions - Other Boards	532	21.8
Completions - Private Schools	96	3.9
Completions - Mature Students	101	4.2

(continued)

THE JOURNAL OF THE
ROYAL ANTHROPOLOGICAL INSTITUTE
LXXV. 1945

Volume 75, 1945

THE JOURNAL OF THE

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THE JOURNAL OF THE		ROYAL ANTHROPOLOGICAL INSTITUTE	
1945	1944	1943	1942
1945	1944	1943	1942
1945	1944	1943	1942
1945	1944	1943	1942
1945	1944	1943	1942
1945	1944	1943	1942
1945	1944	1943	1942
1945	1944	1943	1942
1945	1944	1943	1942

SPECIFIC DETAILED REVIEW

A. Registration Statistics

	<u>1984</u>	<u>1983</u>	<u>1982</u>	<u>1981</u>
1. Student/Course Registrations	3,299	3,758	2,941	2,894
2. Student/Course Cancellations	103	193	92	94
3. Student/Course Withdrawals	756	698	488	368
4. Student/Course Completions	2,440	2,867	2,361	2,432
5. Student/Course Successful Completions	2,263	2,617	2,181	2,248
6. Successful Course Completions as a percentage of registrations	70.8%	69.6%	74.2%	77.7%
7. Successful completions as a percentage of exams written (lines 4 & 5)	92.7%	91.2%	92.3%	92.4%

B. STUDENT/COURSE Registrations by School Board
(not including cancellations)

	Hamilton Public Schools	Hamilton- Wentworth R.C.S.S.	Wentworth County Public	Private And Other	Mature Students	Total
Upgrading	539	80	56	20	46	741
Repeating	1,154	119	232	76	25	1,606
New Credit	504	140	72	26	107	849
Total	2,197	339	360	122	178	3,196

C. STUDENT ENROLMENT by School Board
(Individuals)

Year	Hamilton Public Schools	Hamilton- Wentworth R.C.S.S.	Wentworth County Public	Private And Other	Mature Students	Total
1981	1,428	141	271	79	61	1,980
1982	1,554	151	250	89	107	2,151
1983	2,057	203	366	148	126	2,900
1984	1,728	302	288	94	155	2,567

(continued)

OFFICE OF THE COMPTROLLER

1991	1992	1993	1994	1995
1.000	1.000	1.000	1.000	1.000
2.000	2.000	2.000	2.000	2.000
3.000	3.000	3.000	3.000	3.000
4.000	4.000	4.000	4.000	4.000
5.000	5.000	5.000	5.000	5.000
6.000	6.000	6.000	6.000	6.000
7.000	7.000	7.000	7.000	7.000
8.000	8.000	8.000	8.000	8.000
9.000	9.000	9.000	9.000	9.000
10.000	10.000	10.000	10.000	10.000

STATE OF NEW YORK
OFFICE OF THE COMPTROLLER

1991	1992	1993	1994	1995
1.000	1.000	1.000	1.000	1.000
2.000	2.000	2.000	2.000	2.000
3.000	3.000	3.000	3.000	3.000
4.000	4.000	4.000	4.000	4.000
5.000	5.000	5.000	5.000	5.000
6.000	6.000	6.000	6.000	6.000
7.000	7.000	7.000	7.000	7.000
8.000	8.000	8.000	8.000	8.000
9.000	9.000	9.000	9.000	9.000
10.000	10.000	10.000	10.000	10.000

STATE OF NEW YORK
OFFICE OF THE COMPTROLLER

1991	1992	1993	1994	1995
1.000	1.000	1.000	1.000	1.000
2.000	2.000	2.000	2.000	2.000
3.000	3.000	3.000	3.000	3.000
4.000	4.000	4.000	4.000	4.000
5.000	5.000	5.000	5.000	5.000
6.000	6.000	6.000	6.000	6.000
7.000	7.000	7.000	7.000	7.000
8.000	8.000	8.000	8.000	8.000
9.000	9.000	9.000	9.000	9.000
10.000	10.000	10.000	10.000	10.000

D. Comparison of Student Enrolment

	<u>1978</u>	<u>1979</u>	<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>1983</u>	<u>1984</u>
Barton	97	118	94	130	141	159	110
Delta	166	146	125	95	57	89	88
Glendale	123	141	117	152	134	171	127
H.C.I.	59	53	54	45	59	100	103
Hill Park	116	118	95	92	132	178	83
Scott Park	72	80	75	54	93	95	101
Sherwood	178	183	191	161	176	229	169
Sir Allan MacNab	95	114	113	126	125	206	164
Sir John A. Macdonald	94	101	94	116	149	184	223
Sir Winston Churchill	86	112	93	93	94	108	107
Southmount	61	37	47	51	66	128	102
Vanier	11	11	11	10	8	11	9
Westdale	158	138	122	117	127	169	133
Westmount	143	166	180	180	179	207	172
Vocational Schools	3	3	5	6	14	23	37
Hamilton-Wentworth R.C.S.S.	160	188	174	141	151	203	302
Wentworth County	218	350	307	271	250	366	288
Private Schools and Other	78	88	47	79	89	148	94
Mature	64	53	73	61	107	126	155
Total Student Enrolment	<u>1,982</u>	<u>2,200</u>	<u>2,017</u>	<u>1,980</u>	<u>2,151</u>	<u>2,900</u>	<u>2,567</u>

Actual student enrolment in one or two courses.

E. Comparison of Student/Course Registrations

	<u>1978</u>	<u>1979</u>	<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>1983</u>	<u>1984</u>
Student/Course Registrations	2,667	3,103	2,931	2,894	2,941	3,758	3,299
Student/Course Cancellations	40	83	58	94	92	193	103
Student/Course Withdrawals	328	363	326	368	488	698	756
Student/Course Completions	2,299	2,657	2,547	2,432	2,361	2,867	2,440

(continued)

F. Staff

Teachers staffed the three summer schools as follows:

Sir John A. Macdonald	46
Sherwood	24
Scott Park	36
TOTAL	106

Supply	14
Wentworth County	10
Out-of-town & Graduates	15
Elementary	9
Private	1
Retired	-
TOTAL number of non-	
Hamilton Secondary	49
School Teachers	

TOTAL number of Hamilton	
Secondary School Teachers	57

TOTAL	106

Hamilton Separate Schools and Out-Of Town Students

In addition to the 1,728 students enrolled in Summer School from the Hamilton School System, 839 students registered from schools as noted below. The majority of these students are from the Hamilton-Wentworth Roman Catholic Separate Schools and Wentworth County Schools.

Aldershot High	Parkside
Ancaster High and Vocational	Port Dover Composite
Caledonia High	St. John's College, Brantford
Cayuga Secondary	Saltfleet
E.A.S.L.	Simcoe Composite
Great Lakes Christian College	Waterdown High
Guido de Bres	Winona High
Hagersville High	Bishop Ryan
Hamilton Christian High	Cardinal Newman
Highland Secondary	Cathedral Boys' High
Hillfield Strathallan College	Cathedral Girls' High
Kingsway College	St. Jean de Brebeuf
Ernest C. Drury - Milton	St. Mary's High
M. M. Robinson	St. Thomas More
Lincoln County Board of Education	Maranatha Christian Academy
Orchard Park	Norfolk County Board of Education
Mature Students	

Prepared by:
Clifford H. Howell, Supervisor
Continuing Education Department

Submitted by:
Peter S. Beveridge
Associate Superintendent of Curriculum
and Special Services

Approved by:
A. J. Krever
Director of Education

THE HISTORY OF THE CITY OF BOSTON

From the first settlement of the Indians to the present time

By John Russell Thayer

Published by the Boston Public Library

1891

THE HISTORY OF THE CITY OF BOSTON

From the first settlement of the Indians to the present time

By John Russell Thayer

Published by the Boston Public Library

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1984 10 30

To The Chairman and Members,
Education Management Committee,
The Board of Education for the
City of Hamilton,
100 Main Street West,
Hamilton, Ontario.

Ladies and Gentlemen:

RE: Alternative Education Program/School (Alter-Ed.)

A progress report presented to the July, 1984 E.M.C. meeting was designed to bring trustees up-to-date relative to the program being offered at Alter-Ed. As well, the report suggested recommendations which would be presented to the Board in the fall of 1984. Further information, along with specific recommendations is presented in this report for the consideration of the trustees.

Prepared and Submitted by:
D. Rothwell, Area Superintendent of Education.

Approved by:
A. J. Krever, Director of Education.

100 West Street
New York, N.Y.
May 15, 1954

To the President and Members
of the National Academy of Sciences
The Board of Directors for the
City of New York
100 West Street, New York
City, New York

Dear Mr. Chairman:

THE UNIVERSITY OF CHICAGO, CHICAGO, ILLINOIS

A program of research in the field of the history of science and technology is being carried out at the University of Chicago. The program is being carried out in the Department of the History of Science and Technology, which is a part of the Division of the Physical Sciences. The program is being carried out in the Department of the History of Science and Technology, which is a part of the Division of the Physical Sciences. The program is being carried out in the Department of the History of Science and Technology, which is a part of the Division of the Physical Sciences.

Very truly yours,
The University of Chicago, Chicago, Illinois

Enclosed for the President and Members
of the National Academy of Sciences

BACKGROUND:

Alter-Ed. has now been in operation for two years, six months. During that time progress reports have been presented to the Board on a regular basis whereby the trustees have been kept up-to-date on the program and the changes which have continually taken place.

By the end of the 1983-84 school year, we had a staff comprised of a program leader, three teachers, a part-time secretary and nearly sixty students. There has been no change this September though it would be safe to say that should facilities have allowed, we may have considered expansion to seventy students and four teachers.

Admission procedures have been refined to the point that though originally established to assist in the selection of candidates, the process has now become very valuable for purposes of program orientation as well.

Perhaps the most important change introduced this year is that of the modular structure of the year's program. Originally, the school was divided into four nine-week modules, thereby allowing four entry points for prospective students and providing for the possibility of accumulating four times two or eight credits during a full school year. Statistics point out that at the present time most of the students are earning fewer than eight credits per year. Although this is partially a result of the many and varied social/emotional problems exhibited by the students, it would appear that the present structure serves to compound their difficulties. The nine weeks suggested for credit completion in two subjects seem to be too condensed. Students unaccustomed to self-motivation tend to fall behind rapidly and become discouraged. By lengthening the module, it is felt that more students will be able to experience the kind of academic accomplishment that will build the confidence needed for further success. Students who are able to develop self-motivation and self-direction will still be able to earn eight credits in a year. The flexibility, the individual courses and the number of hours available to students for academic work promote this possibility.

The division of the year into three modules will lessen the amount of administration time required, thereby allowing for even more pupil-teacher contact. It is felt strongly that this will result in more of the necessary time needed to develop the sense of community which is such a vital part of the program.

At present, the process of continuous intake is being examined. The new structure is seen as an intermediate step which will allow for a combination of regularized intake and continuous intake. Such flexibility will give our secondary schools more access to Alter-Ed. and thus the system's needs will be able to be more adequately served.

Altogether, the new book is a masterpiece of the genre, and it is a pleasure to read it. The author has done a very good job of presenting the material in a clear and concise manner, and the book is well written and easy to read.

By the way, the book is a very good read, and it is a pleasure to read it. The author has done a very good job of presenting the material in a clear and concise manner, and the book is well written and easy to read.

Altogether, the new book is a masterpiece of the genre, and it is a pleasure to read it. The author has done a very good job of presenting the material in a clear and concise manner, and the book is well written and easy to read.

Further, the book is a very good read, and it is a pleasure to read it. The author has done a very good job of presenting the material in a clear and concise manner, and the book is well written and easy to read.

The history of the book is very interesting, and it is a pleasure to read it. The author has done a very good job of presenting the material in a clear and concise manner, and the book is well written and easy to read.

At present, the book is a masterpiece of the genre, and it is a pleasure to read it. The author has done a very good job of presenting the material in a clear and concise manner, and the book is well written and easy to read.

CHANGE IN COMMITTEE STRUCTURE:

Until June, 1984 a steering committee under the chairmanship of the area superintendent charged with the responsibility of operating the program assisted Alter-Ed. Because of the necessity of addressing both curricula concerns and liaison elements, two committees are now operating. The steering committee has been disbanded and in its place a "Planning Committee" is operating. Representation on this committee includes the following:

- Trustee
- Program Leader (plus staff)
- Supervisor of Curriculum and Instruction
- Supervisor of Adjustment Services
- Principal/Vice Principal of Composite Secondary School
- Guidance Supervisor/Staff Assistant
- Gifted/Enrichment Consultant
- Co-operative Education Representative
- Superintendent of Curriculum and Special Services
- Area Superintendent (Chairman)

In order to deal with feeder school liaison and student identification, a "Liaison Committee" has also been formed. Composition of this committee includes the following:

- Program Leader (Chairman)
- Alter- Ed. Staff
- One Representative from each Composite Secondary School
(vice-principal or guidance department)

It is hoped that this new structure will meet the needs of the program more adequately. In order to make the system more aware of what Alter-Ed. has to offer, presentations have already been made at professional activity days and to committees within the system.

REGISTRATIONS/RETIREMENTS

Past reports have given some statistical data relative to registrations and retirements. Appendix I contains a summary of the full two years (1982-83 and 1983-84).

ACADEMIC ACHIEVEMENT:

The success of the program cannot be measured by academic achievement alone. Such data must not be examined in isolation, rather it becomes more meaningful when considered as a part of the total growth and development of each individual. Having said this, it must be recognized that this is the only objective data which is available. Information concerning credits accumulated is contained in Appendix II. Included with this information are the facts relative to the success rate of students returning to composite secondary schools from Alter-Ed. It is the sincere belief of the staff that this data, though general in nature, does demonstrate that significant academic gains are being made by students at Alter-Ed.

GENERAL INFORMATION

The first part of the report deals with the general information about the project. It includes a description of the project, its objectives, and the organization of the project. The second part of the report deals with the results of the project. It includes a description of the results, a discussion of the results, and a conclusion.

The third part of the report deals with the conclusions of the project. It includes a summary of the conclusions, a discussion of the conclusions, and a recommendation. The fourth part of the report deals with the references. It includes a list of the references used in the project.

The fifth part of the report deals with the appendices. It includes a list of the appendices used in the project. The sixth part of the report deals with the index. It includes a list of the index used in the project.

The seventh part of the report deals with the bibliography. It includes a list of the bibliography used in the project.

CONCLUSIONS

The conclusions of the project are as follows: The project was successful in achieving its objectives. The results of the project are as follows: The project was successful in achieving its objectives.

REFERENCES

The references used in the project are as follows: The project was successful in achieving its objectives. The results of the project are as follows: The project was successful in achieving its objectives.

PERCEPTION OF STUDENTS:

Appendix III contains a report compiled by the Research Services Department which deals with the perceptions of the Alter-Ed. students. It is included in order that trustees might receive information from a source not always tapped in an evaluation process.

DESTINATION OF 1983-84 ALTER-ED. STUDENTS:

At July's E.M.C. meeting, it was specifically asked "if members could receive background on some students who have passed through the alternative education system when the report comes back to the committee" (84 07 13, Education Management part 1). The following data has been compiled with this request in mind.

Total No. of Students During 1983-84 School Year.....102

No. of students who:

(i) returned to composite secondary school, Sept. 84.....	14
(ii) went directly to employment.....	10
(iii) seeking employment.....	2
(iv) returned to Alter-Ed. in Sept., 1984 (from June).....	28
(v) at home.....	5
(vi) moved out-of-town.....	6
(vii) involved at Katimavik.....	2
(viii) graduated.....	3
(ix) upgrading at Mohawk.....	3
(x) hairdressing school.....	1
(xi) returned to Alter-Ed. (left prior to June).....	6
(xii) transferred to composite secondary school during year.....	7
(xiii) incarceration.....	1
(xiv) unknown.....	14

TOTAL. 102

FUTURE NEEDS:

The needs of alternative education in Hamilton have been addressed by the former Steering Committee, the present Planning Committee, the Liaison Committee and have been discussed at professional activity day workshops. Throughout its existence, the program has been monitored carefully and developed in a sound, educational manner. At the same time, innovations have been welcomed and some creative thinking has resulted in the provision of a very worthwhile addition to the educational services being offered by the Board of Education for the City of Hamilton. There is little doubt that there is now a need to consider expansion of the program.

Statistics clearly point out the following:

- (i) the need for further student places
- (ii) the proximity problem now facing certain schools and, consequently, the need for a site located below the escarpment
- (iii) the need for further course offerings which can only be achieved through additional staff (teachers in both locations would be interchangeable on a modular basis in order to maximize the number of courses available at both locations)
- (iv) the possible need for a location above the escarpment which offers more space than is presently available

Approximate 1911 census of the United States population, which shows the increase of the white population, is as follows: In 1911 the white population was 100,000,000, and the colored population was 10,000,000.

UNITED STATES DEPARTMENT OF AGRICULTURE

At this time, the census of the United States population, which shows the increase of the white population, is as follows: In 1911 the white population was 100,000,000, and the colored population was 10,000,000.

UNITED STATES DEPARTMENT OF AGRICULTURE

The following table shows the population of the United States in 1911, by race and sex. The total population was 110,000,000. The white population was 100,000,000, and the colored population was 10,000,000. The male population was 55,000,000, and the female population was 55,000,000.

UNITED STATES DEPARTMENT OF AGRICULTURE

The results of the census of the United States population in 1911, by race and sex, are as follows: The total population was 110,000,000. The white population was 100,000,000, and the colored population was 10,000,000. The male population was 55,000,000, and the female population was 55,000,000.

UNITED STATES DEPARTMENT OF AGRICULTURE

The following table shows the population of the United States in 1911, by race and sex. The total population was 110,000,000. The white population was 100,000,000, and the colored population was 10,000,000. The male population was 55,000,000, and the female population was 55,000,000.

RECOMMENDATIONS:

It is recommended:

1. That an alternative education program/school be established below the escarpment, such accommodation to be able to house up to 70 students, and that the program begin operation no later than 1985 09 01.
2. *That administration and staffing considerations for the alternative education program/school be identical to those presently in operation at Alter-Ed.
3. That the Director's Accommodation Committee investigate other facilities located above the escarpment should there be a need for further expansion for the 1985-86 school year.

* (i) One program leader (outside staff-student ratio)

(ii) Staff-student ratio as at present (1:17:5 as in Collective Agreement)

1. That the Government has been advised by the National Security Council that the information contained in the report is of such a nature as to be of substantial aid to the national defense and that the Government has a right to know the source of the information.

2. That the information contained in the report is of such a nature as to be of substantial aid to the national defense and that the Government has a right to know the source of the information.

3. That the information contained in the report is of such a nature as to be of substantial aid to the national defense and that the Government has a right to know the source of the information.

* All the persons listed in the report are now in the United States and are in the possession of the information contained in the report.

APPENDIX I

1982-1983

STATISTICS

REFERRING SCHOOLS

SCHOOL	MODULE ONE	MODULE TWO	MODULE THREE	MODULE FOUR
A	3	2	3	3
B	3	2	3	4
C	1	1	3	1
D	2	2	6	6
E	2	3	2	3
F	1	2	2	3
G	5	6	14	10
H	2	2	2	2
I	3	4	2	2
J	3	5	3	5
K	1	1	0	0
Sub-total	28	30	40	39
Cool School	0	1	1	2
Separate	0	2	2	1
Vocational	1	0	1	2
Workforce	0	0	1	2
Out-town	2	3	4	4
Sub-total	3	6	9	11
TOTAL	31	36	49	50

1000000000

1000000000	1000000000	1000000000	1000000000	1000000000
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9
10	10	10	10	10
11	11	11	11	11
12	12	12	12	12
13	13	13	13	13
14	14	14	14	14
15	15	15	15	15
16	16	16	16	16
17	17	17	17	17
18	18	18	18	18
19	19	19	19	19
20	20	20	20	20
21	21	21	21	21
22	22	22	22	22
23	23	23	23	23
24	24	24	24	24
25	25	25	25	25
26	26	26	26	26
27	27	27	27	27
28	28	28	28	28
29	29	29	29	29
30	30	30	30	30
31	31	31	31	31
32	32	32	32	32
33	33	33	33	33
34	34	34	34	34
35	35	35	35	35
36	36	36	36	36
37	37	37	37	37
38	38	38	38	38
39	39	39	39	39
40	40	40	40	40
41	41	41	41	41
42	42	42	42	42
43	43	43	43	43
44	44	44	44	44
45	45	45	45	45
46	46	46	46	46
47	47	47	47	47
48	48	48	48	48
49	49	49	49	49
50	50	50	50	50
51	51	51	51	51
52	52	52	52	52
53	53	53	53	53
54	54	54	54	54
55	55	55	55	55
56	56	56	56	56
57	57	57	57	57
58	58	58	58	58
59	59	59	59	59
60	60	60	60	60
61	61	61	61	61
62	62	62	62	62
63	63	63	63	63
64	64	64	64	64
65	65	65	65	65
66	66	66	66	66
67	67	67	67	67
68	68	68	68	68
69	69	69	69	69
70	70	70	70	70
71	71	71	71	71
72	72	72	72	72
73	73	73	73	73
74	74	74	74	74
75	75	75	75	75
76	76	76	76	76
77	77	77	77	77
78	78	78	78	78
79	79	79	79	79
80	80	80	80	80
81	81	81	81	81
82	82	82	82	82
83	83	83	83	83
84	84	84	84	84
85	85	85	85	85
86	86	86	86	86
87	87	87	87	87
88	88	88	88	88
89	89	89	89	89
90	90	90	90	90
91	91	91	91	91
92	92	92	92	92
93	93	93	93	93
94	94	94	94	94
95	95	95	95	95
96	96	96	96	96
97	97	97	97	97
98	98	98	98	98
99	99	99	99	99
100	100	100	100	100

APPENDIX I

1982-1983

STATISTICS

AGE AND SEX

AGES	MODULE ONE	MODULE TWO	MODULE THREE	MODULE FOUR
13	3	3	3	2
14	5	10	8	13
15	11	11	19	14
16	9	8	10	9
17	2	3	2	7
18	1	1	7	4
19				1
20				
SEX	MODULE ONE	MODULE TWO	MODULE THREE	MODULE FOUR
M	12	18	27	27
F	19	18	32	23
TOTAL	31	36	49	50

APPENDIX A

CONTENTS

Page 1-1

APPENDIX B

APPENDIX A	APPENDIX B	APPENDIX C	APPENDIX D	APPENDIX E
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31	32	33	34	35
36	37	38	39	40
41	42	43	44	45
46	47	48	49	50
51	52	53	54	55
56	57	58	59	60
61	62	63	64	65
66	67	68	69	70
71	72	73	74	75
76	77	78	79	80
81	82	83	84	85
86	87	88	89	90
91	92	93	94	95
96	97	98	99	100

APPENDIX I

1983-1984

STATISTICS

REFERRING SCHOOLS

SCHOOL	MODULE ONE	MODULE TWO	MODULE THREE	MODULE FOUR
A	5	7	8	9
B	1	1	2	3
C	1	1	0	0
D	4	2	3	4
E	3	2	2	3
F	1	2	4	4
G	8	6	5	9
H	0	2	3	3
I	0	0	1	2
J	5	10	11	7
K	3	4	7	6
Sub-total	31	37	46	50
Cool School	3	2	2	1
Vocational	2	1	1	1
Out-Province	0	1	1	1
Out-Town	3	1	4	7
Out-School	5	8	1	0
Workforce		1		
Sub-total	13	14	8	10
TOTAL	44	51	54	60

TABLE 1
ANNUAL
CENSUS
RESULTS

1991-1992

Category	Male	Female	Total	Percentage
1	10	12	22	10.0%
2	15	18	33	15.0%
3	20	25	45	20.0%
4	25	30	55	25.0%
5	30	35	65	30.0%
6	35	40	75	35.0%
7	40	45	85	40.0%
8	45	50	95	45.0%
9	50	55	105	50.0%
10	55	60	115	55.0%
11	60	65	125	60.0%
12	65	70	135	65.0%
13	70	75	145	70.0%
14	75	80	155	75.0%
15	80	85	165	80.0%
16	85	90	175	85.0%
17	90	95	185	90.0%
18	95	100	195	95.0%
19	100	105	205	100.0%
20	105	110	215	105.0%
21	110	115	225	110.0%
22	115	120	235	115.0%
23	120	125	245	120.0%
24	125	130	255	125.0%
25	130	135	265	130.0%
26	135	140	275	135.0%
27	140	145	285	140.0%
28	145	150	295	145.0%
29	150	155	305	150.0%
30	155	160	315	155.0%
31	160	165	325	160.0%
32	165	170	335	165.0%
33	170	175	345	170.0%
34	175	180	355	175.0%
35	180	185	365	180.0%
36	185	190	375	185.0%
37	190	195	385	190.0%
38	195	200	395	195.0%
39	200	205	405	200.0%
40	205	210	415	205.0%
41	210	215	425	210.0%
42	215	220	435	215.0%
43	220	225	445	220.0%
44	225	230	455	225.0%
45	230	235	465	230.0%
46	235	240	475	235.0%
47	240	245	485	240.0%
48	245	250	495	245.0%
49	250	255	505	250.0%
50	255	260	515	255.0%
51	260	265	525	260.0%
52	265	270	535	265.0%
53	270	275	545	270.0%
54	275	280	555	275.0%
55	280	285	565	280.0%
56	285	290	575	285.0%
57	290	295	585	290.0%
58	295	300	595	295.0%
59	300	305	605	300.0%
60	305	310	615	305.0%
61	310	315	625	310.0%
62	315	320	635	315.0%
63	320	325	645	320.0%
64	325	330	655	325.0%
65	330	335	665	330.0%
66	335	340	675	335.0%
67	340	345	685	340.0%
68	345	350	695	345.0%
69	350	355	705	350.0%
70	355	360	715	355.0%
71	360	365	725	360.0%
72	365	370	735	365.0%
73	370	375	745	370.0%
74	375	380	755	375.0%
75	380	385	765	380.0%
76	385	390	775	385.0%
77	390	395	785	390.0%
78	395	400	795	395.0%
79	400	405	805	400.0%
80	405	410	815	405.0%
81	410	415	825	410.0%
82	415	420	835	415.0%
83	420	425	845	420.0%
84	425	430	855	425.0%
85	430	435	865	430.0%
86	435	440	875	435.0%
87	440	445	885	440.0%
88	445	450	895	445.0%
89	450	455	905	450.0%
90	455	460	915	455.0%
91	460	465	925	460.0%
92	465	470	935	465.0%
93	470	475	945	470.0%
94	475	480	955	475.0%
95	480	485	965	480.0%
96	485	490	975	485.0%
97	490	495	985	490.0%
98	495	500	995	495.0%
99	500	505	1005	500.0%
100	505	510	1015	505.0%
101	510	515	1025	510.0%
102	515	520	1035	515.0%
103	520	525	1045	520.0%
104	525	530	1055	525.0%
105	530	535	1065	530.0%
106	535	540	1075	535.0%
107	540	545	1085	540.0%
108	545	550	1095	545.0%
109	550	555	1105	550.0%
110	555	560	1115	555.0%
111	560	565	1125	560.0%
112	565	570	1135	565.0%
113	570	575	1145	570.0%
114	575	580	1155	575.0%
115	580	585	1165	580.0%
116	585	590	1175	585.0%
117	590	595	1185	590.0%
118	595	600	1195	595.0%
119	600	605	1205	600.0%
120	605	610	1215	605.0%
121	610	615	1225	610.0%
122	615	620	1235	615.0%
123	620	625	1245	620.0%
124	625	630	1255	625.0%
125	630	635	1265	630.0%
126	635	640	1275	635.0%
127	640	645	1285	640.0%
128	645	650	1295	645.0%
129	650	655	1305	650.0%
130	655	660	1315	655.0%
131	660	665	1325	660.0%
132	665	670	1335	665.0%
133	670	675	1345	670.0%
134	675	680	1355	675.0%
135	680	685	1365	680.0%
136	685	690	1375	685.0%
137	690	695	1385	690.0%
138	695	700	1395	695.0%
139	700	705	1405	700.0%
140	705	710	1415	705.0%
141	710	715	1425	710.0%
142	715	720	1435	715.0%
143	720	725	1445	720.0%
144	725	730	1455	725.0%
145	730	735	1465	730.0%
146	735	740	1475	735.0%
147	740	745	1485	740.0%
148	745	750	1495	745.0%
149	750	755	1505	750.0%
150	755	760	1515	755.0%
151	760	765	1525	760.0%
152	765	770	1535	765.0%
153	770	775	1545	770.0%
154	775	780	1555	775.0%
155	780	785	1565	780.0%
156	785	790	1575	785.0%
157	790	795	1585	790.0%
158	795	800	1595	795.0%
159	800	805	1605	800.0%
160	805	810	1615	805.0%
161	810	815	1625	810.0%
162	815	820	1635	815.0%
163	820	825	1645	820.0%
164	825	830	1655	825.0%
165	830	835	1665	830.0%
166	835	840	1675	835.0%
167	840	845	1685	840.0%
168	845	850	1695	845.0%
169	850	855	1705	850.0%
170	855	860	1715	855.0%
171	860	865	1725	860.0%
172	865	870	1735	865.0%
173	870	875	1745	870.0%
174	875	880	1755	875.0%
175	880	885	1765	880.0%
176	885	890	1775	885.0%
177	890	895	1785	890.0%
178	895	900	1795	895.0%
179	900	905	1805	900.0%
180	905	910	1815	905.0%
181	910	915	1825	910.0%
182	915	920	1835	915.0%
183	920	925	1845	920.0%
184	925	930	1855	925.0%
185	930	935	1865	930.0%
186	935	940	1875	935.0%
187	940	945	1885	940.0%
188	945	950	1895	945.0%
189	950	955	1905	950.0%
190	955	960	1915	955.0%
191	960	965	1925	960.0%
192	965	970	1935	965.0%
193	970	975	1945	970.0%
194	975	980	1955	975.0%
195	980	985	1965	980.0%
196	985	990	1975	985.0%
197	990	995	1985	990.0%
198	995	1000	1995	995.0%
199	1000	1005	2005	1000.0%
200	1005	1010	2015	1005.0%
201	1010	1015	2025	1010.0%
202	1015	1020	2035	1015.0%
203	1020	1025	2045	1020.0%
204	1025	1030	2055	1025.0%
205	1030	1035	2065	1030.0%
206	1035	1040	2075	1035.0%
207	1040	1045	2085	1040.0%
208	1045	1050	2095	1045.0%
209	1050	1055	2105	1050.0%
210	1055	1060	2115	1055.0%
211	1060	1065	2125	1060.0%
212	1065	1070	2135	1065.0%
213	1070	1075	2145	1070.0%
214	1075	1080	2155	1075.0%
215	1080	1085	2165	1080.0%
216	1085	1090	2175	1085.0%
217	1090	1095	2185	1090.0%
218	1095	1100	2195	1095.0%
219	1100	1105	2205	1100.0%
220	1105	1110	2215	1105.0%
221	1110	1115	2225	1110.0%
222	1115	1120	2235	1115.0%
223	1120	1125	2245	1120.0%
224	1125	1130	2255	1125.0%
225	1130	1135	2265	1130.0%
226	1135	1140	2275	1135.0%
227	1140	1145	2285	1140.0%
228	1145	1150	2295	1145.0%
229	1150	1155	2305	1150.0%
230	1155	1160	2315	1155.0%
231	1160	1165	2325	1160.0%
232	1165	1170	2335	1165.0%
233	1170	1175	2345	1170.0%
234	1175	1180	2355	1175.0%
235	1180	1185	2365	1180.0%
236	1185	1190	2375	1185.0%
237	1190	1195	2385	1190.0%
238	1195	1200	2395	1195.0%
239	1200	1205	2405	1200.0%
240	1205	1210	2415	1205.0%
241	1210	1215	2425	1210.0%
242	1215	1220	2435	1215.0%
243	1220	1225	2445	1220.0%
244	1225	1230	2455	1225.0%
245	1230	1235	2465	1230.0%
246	1235	1240	2475	1235.0%
247	1240	1245	2485	1240.0%
248	1245	1250	2495	1245.0%
249	1250	1255	2505	1250.0%
250	1255	1260	2515	1255.0%
251	1260	1265	2525	1260.0%
252	1265	1270	2535	1265.0%
253	1270	1275	2545	1270.0%
254	1275	1280	2555	1275.0%
255	1280	1285	2565	1280.0%
256	1285	1290	2575	1285.0%
257	1290	1295	2585	1290.0%
258	1295	1300	2595	1295.0%
259	1300	1305	2605	1300.0%
260	1305	1310	2615	1305.0%
261	1310	1315	2625	1310.0%
262</				

APPENDIX I

1983-1984

STATISTICS

AGE AND SEX

AGES	MODULE ONE			MODULE TWO			MODULE THREE			MODULE FOUR		
	M	F	T	M	F	T	M	F	T	M	F	T
13												
14							1		1	1	3	4
15	1	4	5	3	6	9	3	6	9	1	7	9
16	11	5	16	6	6	12	4	6	10	8	6	14
17	5	5	0	7	8	15	6	7	13	5	8	13
18	4	4	8	5	5	10	5	7	12	6	4	10
19	1	2	3	0	2	2	1	3	4	3	1	4
20	1	1	2	3	0	3	4	0	4	4	2	6
21												
22							1		1	1		1
TOTAL	23	21	44	24	27	51	25	29	54	29	31	60

APPENDIX II

A. At Alter-Ed

ACADEMIC ACHIEVEMENT

Module	Credits Completed in One Module	Completion from a previous module	Total Completion
Module Two Sept-Nov/82	11	1	12
Module Three Nov-Feb/83	14	11	25
Module Four Feb/Apr/83	20	18	38
Module Five Apr/June/83	21	18	39
Module Six Sept/Nov/83	15	2	17
Module Seven Nov-Jan/84	24	6	30
Module Eight Feb-Apr/84	20	5	25
Module Nine Apr-June/84	21	9	30
TOTALS	146	70	216

* As well, there are 23 credits being completed in Module Ten.

B. On Returning to Composite School - September 1983

Credits Achieved (One Semester)

Students Enrolled - 11
 Students Completing
 One Semester - 10
 Credits Attempted - 35
 Credits Achieved - 30

APPENDIX II

U. S. AIR FORCE (2)

ASIAN AIRCRAFT

Module	Weight Completed in One Cycle	Completion from a previous module	Total Completion
Module One Sep-Nov-57	12	0	12
Module Two Nov-Dec-57	12	12	24
Module Three Dec-Jan-58	12	12	36
Module Four Jan-Feb-58	12	12	48
Module Five Feb-Mar-58	12	12	60
Module Six Mar-Apr-58	12	12	72
Module Seven Apr-May-58	12	12	84
Module Eight May-Jun-58	12	12	96
Module Nine Jun-Jul-58	12	12	108
Module Ten Jul-Aug-58	12	12	120
TOTAL	120	108	228

* 12 units, where one 12 units have completed in Module Ten.

1. 12 units in progress in Module - December 1957

Weighted Average (See Summary)

- 12 - 12 units completed
- 10 - 10 units completed
- 10 - 10 units completed
- 10 - 10 units completed
- 10 - 10 units completed

APPENDIX III

A REPORT ON THE ALTER-ED PROGRAM
HAMILTON BOARD OF EDUCATION
1982-83

The Alter-Ed Program operated by the Hamilton Board of Education began in April, 1982 with thirty students. The principal objective of the program is to provide educational opportunity to students who would, in all likelihood, experience failure in their current school programs. The program operates on a four module year permitting students to have a "fresh" beginning in September, November, February or April. The main focus in student-teacher relationships is personal contact and counselling. Over the two years that this program has been in operation the enrolment has usually been about thirty to thirty-five students. The staff started at three in April, 1982, and has remained at that level to June, 1983.

This report, on the opinions of students participating in the Alter-Ed Program, is based on questionnaire responses of students attending the program in 1982-83. In all, thirty-five students returned questionnaires. Students were asked questions in seven major categories as listed below.

- A. General Information
- B. Academic Performance
- C. Instruction and Evaluation
- D. Relationships
- E. Personal Growth
- F. Admission to the Program
- I. Additional Comments

The students' responses were analyzed according to the seven fields listed above. Each group of responses was summarized and a report summary was also completed.

SUMMARY OF THE QUESTIONNAIRE
PART A: GENERAL INFORMATION

In response to the question, "Why Alter-Ed?", virtually all students indicated that problems had existed at their previous schools. Most students indicated that they were not surprised with the program at Alter-Ed and that they found the situation to be refreshing and helpful to them. Most students indicated that the teachers were available and supportive in academic and in personal matters.

When asked if they accomplished what they had set out to do, nineteen of the thirty-five respondents (51%) indicated that they had. Fourteen indicated that they had not. Reasons why students answered "No" centred on lack of personal initiative and overly optimistic goals. Further, twenty-five students (71%) indicated that, if they were to start over, they would work harder.

SUMMARY OF THE QUESTIONNAIRE
PART B: ACADEMIC PERFORMANCE

Academic performance at Alter-Ed is seen by the respondents as superior to their performance in regular schools in a broad range of criteria. Most responding students report that their academic performance at Alter-Ed is superior to their performance in previous schools. In addition, most students report an improved attitude towards academic work and towards such things as attendance and punctuality.

PART C: INSTRUCTION AND EVALUATION

Over eighty percent of the students reported that their instruction had been provided in varied ways (group instruction, individual consultation, independent study). Most students indicated that individual assistance was frequently provided and was perceived by the students as very valuable (the major difference from regular schools). Most students indicated that they were quite content with the teaching methods and had no suggestions for improvements. When asked about changes in the evaluation process, only three of the thirty-five students offered suggestions, the others indicated that changes were not necessary.

PART D: RELATIONSHIPS

Most students remarked on the friendly atmosphere at Alter-Ed, the opportunity to get to know most students well, and the generally open relationships with the staff. Over seventy percent of the respondents indicated that they had made close friends at Alter-Ed. A majority of the students were supportive of the "community" concept fostered by the staff. Students indicated that they felt it was important to assist others to feel accepted and that it was important to take care of the facilities of Alter-Ed. They were less supportive of assisting other students in the program with school work.

Relationships with the teaching staff were very good. Students strongly believed that the teachers cared about them and that teachers were available to them for assistance with academic work and with personal matters.

PART E: PERSONAL GROWTH

Respondents believe that the Alter-Ed program has helped them become more responsible, better able to make decisions and use freedom wisely. To a lesser extent, the program has helped them to learn to use time wisely and to participate in group decision making.

PART F: ADMISSIONS TO THE PROGRAM

It is interesting to note that most of the criteria which students identified as necessary for admission are so positive that, if the entering students held those characteristics, the program would be unnecessary. One interesting suggestion regarding student admissions is that "veteran" students should assist in the orientation.

CHAPTER IV - THE CONSTITUTION

The Constitution is the basic law of the country. It sets out the framework of the government and the rights of the citizens. It is the supreme law of the land and all other laws must conform to it. The Constitution is a living document that can be amended to meet the needs of the country.

ARTICLE I - THE LEGISLATIVE POWER

Section 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section 2. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors in that State.

Section 3. The Senate shall be composed of two Senators from each State, chosen by the Legislature thereof, for a Term of six Years; and two Senators shall hold their Office for each full Term, so that one may expire every second Year.

ARTICLE II - THE EXECUTIVE POWER

Section 1. The executive Power shall be vested in a President of the United States of America.

Section 2. The President shall hold his Office for a Term of four Years; and he shall be eligible for Re-election once.

Section 3. The President shall have the Power to grant Reprieves and Pardons for all Offenses against the United States, except in Cases of Impeachment.

Section 4. The President shall take the following Oath or Affirmation: "I do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States, and will to the best of my Ability, preserve, protect and defend the Constitution of the United States."

Section 5. The President shall have the Power to nominate and to appoint, and shall have the Power to grant Reprieves and Pardons for all Offenses against the United States, except in Cases of Impeachment.

ARTICLE III - THE JUDICIAL POWER

Section 1. The judicial Power shall be vested in one Supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish.

Section 2. The Supreme Court shall consist of a Chief Justice of the United States, and of no more than eight Justices.

Section 3. The Judges, both of the Supreme and inferior Courts, shall hold their Offices during good Behaviour.

ARTICLE IV - THE STATES

Section 1. The United States shall guarantee to every State in this Union the right of a Republican Form of Government.

Section 2. No State shall enter into any Agreement or Compact with another State, or with a foreign Power, or with the United States, without the Consent of the Congress.

Section 3. No State shall be deprived of its equal Footing with the other States.

SUMMARY OF THE QUESTIONNAIRE
PART G: PLANS FOR NEXT YEAR

Most students who intend to pursue further education indicated that they wish to return to Alter-Ed in the fall.

GENERAL SUMMARY

Comments in the returned questionnaires indicated that a very wide range of ability and achievement is present in the student body of Alter-Ed. Some comments are very poorly written in style, spelling, content and penmanship while others are very perceptive and well written. Virtually all respondents indicated, at one place or another, that their previous school experience has been difficult; some students also allude to difficult experiences at home. It is clear that most of these students, if not all, have not been successful in the past and would not likely be successful in the future in traditional secondary schools. Language which people use to express themselves often gives clues to their life style and ability. As a group, these students use far more abbreviations (with apostrophes) than any other student group returning questionnaires to this department in the past; whether this indicates an attempt to reduce work or improve efficiency of communication is difficult to decide but it is clear that the style of writing of these students is distinctive.

It must be observed that, often, these students made strong statements in one section of their questionnaires and contradictory statements elsewhere. Of particular significance is the issue of student freedom. Many students indicate strong support for the student freedom at Alter-Ed while, at the same time, they indicate that the program needs more formal structure and rules of behaviour.

Of particular importance to the students is the availability of teachers to interact one-on-one. Virtually all students, at one place or another in their questionnaires, indicated that close personal contact with staff is vital to their success in school. In addition, the opportunity for students to increase their own feelings of net worth and self esteem is viewed as available and essential. Also, students indicate that the flexibility of organization permits various levels of interaction: Some students indicate that high social involvement created academic problems in other schools which were solved with less social interaction at Alter-Ed while others indicated that increased opportunity was available (and appreciated) for social activity.

In conclusion, it must be stated that the Alter-Ed program is solidly supported by the large majority of the responding students who feel that, without the program, their formal education would have ended some time ago.

To The Chairman and Members,
The Education Management Committee,
The Board of Education for the
City of Hamilton,
Hamilton, Ontario.

Ladies and Gentlemen:

EXPLORATORY SHOP ROUNDS
(PRACTICAL TECHNOLOGY FOR LIVING: GRADE 10)

RATIONALE:

A need has been identified through the schools to the Technical Education Review Committee for a "hands-on", practical course at the Grade 10 level. It would serve two purposes:

- (a) a practical course in grade 10 for students, both boys and girls who did not take a grade 9 technical course.
- (b) a course for those in the senior division who wish a practical course to complete O.S.S.D. requirements.

SCOPE OF THE COURSE:

The course would be offered, subject to sufficient enrolment, in all composite schools at the general level of difficulty only.

THE PROGRAMME:

The course will deal with specific topics in some of the following areas of study:

- . Home Mechanics - the function of tools and machines, fundamental plumbing and furnace operation, maintenance, sticking doors, loose screws, squeaky floors, soldering, safety practices, hobbies.
- . Residential Electricity - definitions, basic components, circuits, switches, insulation, measurement, inspection and repairs.
- . Auto Maintenance and Repairs - car care, operation, new, old, purchase.
- . Planning - basics of drafting and blueprint reading. Some understanding of the importance of design for practical purposes.
- . Computers - what they are and what they do. A basic outline of what makes a computer work and then a chance to operate some basic programs.

Each school wishing to offer such a course would develop its own units or modules and offer the variety felt most appropriate based on the shops and personnel available. In every case there should be variety.

RESOURCES REQUIRED:

No additional supplies or equipment are required. Shops are already in existence in the schools. Individual technical departments will determine teaching responsibility for the course based on strengths of staff within the department.

It is, therefore, respectfully recommended:

That a course in practical technology for living be offered in all composite secondary schools commencing in September, 1985.

Prepared and Submitted by: C. G. W. McKague, Superintendent, Curriculum and Special Services,
Sub-Committee of Technical Education Review Committee:

Jim Davies, Sir Allan MacNab Secondary School,
Brian Bowman, Barton Secondary School,
Joe Knight, Westdale Secondary School,
Frank Kelly, Hill Park Secondary School,
Joe Sojnocki, Hill Park Secondary School,
Bruce Brace, Education Centre

Approved by:

A. J. Krever, Director of Education

/sb

COURSE DESCRIPTION

PRACTICAL TECHNOLOGY FOR LIVING

One credit.

Available to all students who wish a basic understanding of how technology affects their lives, their homes, their cars, appliances and information systems. Practical skills will be taught in the areas of home mechanics and maintenance, auto operation and repair, residential electricity and electronics, basic drafting and design and computer operation. This is a hands-on course designed to provide practical skills to handle the technical needs found in our daily lives.

To The Chairman and Members,
The Education Management Committee,
The Board of Education for
the City of Hamilton,
Hamilton, Ontario.

Ladies and Gentlemen:

RE: INTRODUCTORY COMPUTER STUDIES COURSE - GRADE 10

RATIONALE

With the publication of Ministry guideline Computer Studies - Intermediate and Senior Divisions (1983) an introductory course in computer studies was authorized for grade 10. (See chart attached)

SCOPE OF THE COURSE:

It is now proposed that a course in introductory computer studies be offered at appropriate levels of difficulty in each secondary school commencing September 1, 1985.

It is understood that this course will be offered for 3 academic years only because of the rapidly changing nature of computers and the increasing skills with which elementary students will be entering secondary schools in the near future. There is a skill gap which many present middle school students will have if they cannot get an introductory course when they reach grade 10.

THE PROGRAMME:

The course, among other topics, will deal with:

- . using application programmes on the computer
- . programming the computer
- . basic computer technology
- . information processing
- . computers and the work ethic
- . communication skills

RESOURCES REQUIRED:

A second lab in each secondary school will be needed. This has already been part of this board's long-range plan.

Courses must be tailored to local needs. The A.L.S.B.O. courses will be used with modifications.

TRAINING:

In-service will be provided by the Computer Education Department as required.

It is, therefore, respectfully recommended:

That courses in introductory computer studies be offered in all secondary schools at appropriate levels of difficulty commencing September 1, 1985, and

That these courses be offered for 3 academic years only.

Prepared and submitted by: C. G. W. McKague, Superintendent, Curriculum and Special Services

Approved by: A. J. Krever, Director of Education

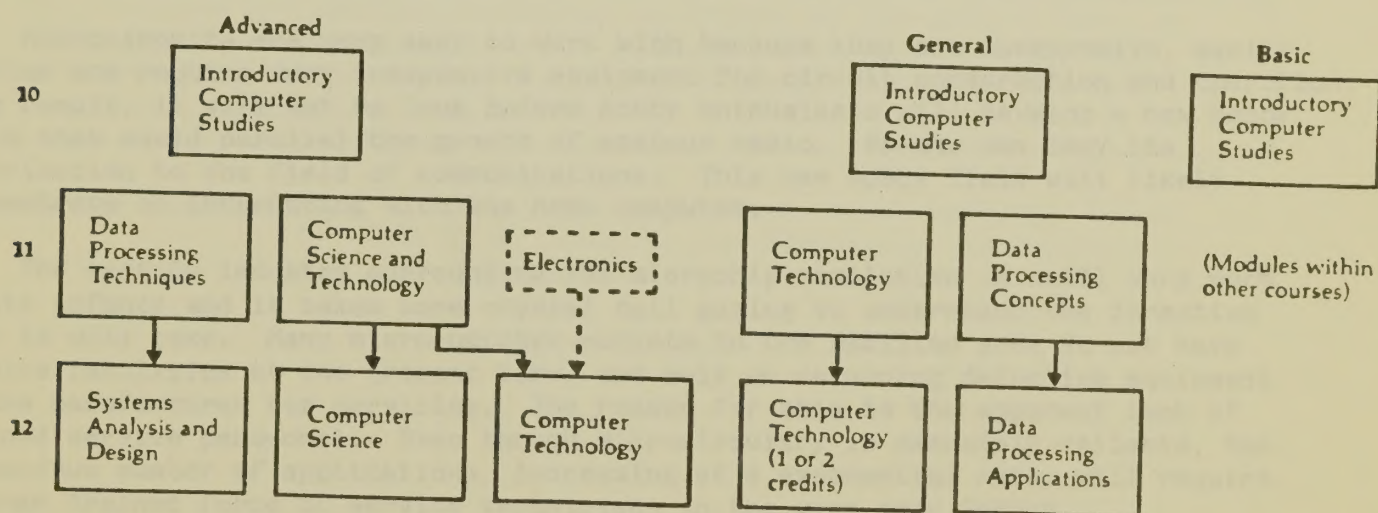
/sb Computer Studies Program



Each block represents the authorization for a single academic course except where noted otherwise. The Grade 10 courses are linked by arrows to their recommended prerequisites.

At the time of writing, Ontario Academic Courses in computer studies are planned.

Computer Studies Program



Each block represents the authorization for a single-credit course except where noted otherwise. The Grade 12 courses are linked by arrows to their recommended prerequisites.

At the time of writing, Ontario Academic Courses in computer studies are planned.

To The Chairman and Members,
The Education Management Committee,
The Board of Education
for the City of Hamilton,
Hamilton, Ontario.

Ladies and Gentlemen:

RE: GENERAL LEVEL COMPUTER TECHNOLOGY - GRADE 11

RATIONALE:

Today integrated circuitry in the form of microchips is rapidly pervading all technology. These circuits are used in the automobile to an ever increasing degree. They are being applied to the machining and manufacturing industries at a rate that is difficult to comprehend. The microcomputer, consisting entirely of micro-circuitry has already made large headway in populating the Canadian home.

Microcircuits are very easy to work with because they are inexpensive, easily handled and require very inexpensive equipment for circuit construction and operation. As a result, it will not be long before hobby enthusiasts will develop a new hobby field that could parallel the growth of amateur radio. No-one can deny its contribution to the field of communications. This new hobby field will likely concentrate on interfacing with the home computer.

The service industry surrounding the microchip revolution is still very much in its infancy and it takes some crystal ball gazing to understand the direction that it will take. Many microcomputer outlets in the Hamilton area do not have service facilities at the present time, and rely on returning defective equipment to the manufacturer for servicing. The reason for this is the apparent lack of trained service personnel. Even though microcircuitry is extremely reliable, the tremendous number of applications, increasing at an exponential rate, will require a large trained force of service technicians in the very near future.

SCOPE OF THE COURSE:

The course would be offered at the general level of difficulty initially. A grade 12 course would be added one year hence. Depending on interest and need, the course could be offered at the advanced level of difficulty in ensuing years. It will be offered in composite schools only.

THE PROGRAMME:

The course will deal with:

- . evaluation of technology
- . electronic representation of information
- . basic electronic circuits
- . application of circuit technology to computers
- . electronic output
- . logic circuits
- . power supplies
- . expectations of employers
- . personal communication skills

RESOURCE REQUIRED:

Kits - one per student will be needed - one set of 20 per school. Commercial kits are available for \$400.00 each. Teachers on staff have developed a kit, the components for which can be purchased commercially; the local kit is more versatile and can be assembled for between \$80 and \$200.

The course will be based on: (a) units already in preparation by technical teachers, (b) adaptations of A.L.S.B.O. materials and (c) commercially prepared programme materials.

TRAINING:

Technical heads and the supervisor of technical education will arrange for in-service from experts already within the system.

It is, therefore, respectfully recommended:

That a course in computer technology be offered at the general level of difficulty in September 1985 in all composite secondary schools, and that provision be made in the proposed 1985 budget for materials and equipment in support of this course.

Prepared and Submitted by: J. Clark, Technical Head, Delta Secondary School
C. G. W. McKague, Superintendent, Curriculum and
Special Services

Approved by: A. J. Krever, Director

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1984 10 24.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART II

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Mrs. Gladys Elian, 1984 11 05 to 1985 03 01

Mrs. Hope Leon, 1984 09 13 to 1984 10 19

Mrs. Kay Grant, 1984 09 04 to 1984 10 02

Mrs. Adele Rayment, 1984 10 11 to 1984 12 21

(b) That the appointment of Miss Olive Francis to the Occasional Staff, approved at the October Meeting, be changed to become effective 1984 10 29 to 1984 12 21.

(c) That the requests of the following teachers for Maternal Leaves of Absence, effective as shown, be granted in accordance with conditions governing Maternal Leave and that these Leaves be followed by Leaves of Absence for Parental Reasons:

Mrs. Catherine Court, 1984 11 19 to 1985 04 26

Mrs. Sharon Kulpaka-Newman, 1985 01 07 to 1986 08 31

(d) That the request of Mr. Norval Redpath for a Leave of Absence for Health Reasons, effective 1984 10 24 (p.m.) until 1985 08 31, be granted.

(e) That the resignation of Mr. Gilbert L. Cooper, Principal, who is retiring on superannuation, effective 1984 12 31, be accepted with regret, and that he be considered for gratuity in accordance with the Board's plan.

(f) That the timetable of Mrs. Beverley Turner be changed from (.6) to (.7), effective 1984 09 17.

(g) That approval be given for the loan of up to two members of the elementary school staff to the Department of National Defence, effective 1985 09 01 to 1987 08 31.

Superintendent of Curriculum and Special Services

(a) That two principals attend the "Leadership in Education Conference" to be held in Toronto, Wednesday, 1984 11 28 to Friday, 1984 11 30, and that \$160.00 each be paid towards registration and expenses.

(b) That two teachers attend the "Kids and Curriculum Conference" to be held at Toronto, Friday, 1984 11 16, and that the registration fee of \$70.00 each be paid.

(c) That four teachers attend the "Kids and Curriculum Conference" to be held on Thursday, 1984 11 15 and Friday, 1984 11 16, and that the registration fee of \$100.00 each be paid.

(d) That one teacher and one Guidance Counsellor attend the "Expanding Your Horizons in Mathematics and Science Conference" to be held at Toronto, Saturday, 1984 11 03, and that \$20.00 each be paid towards registration and expenses.

(e) That the Supervisor and six Consultants of Primary Education attend the "To Herald a Child Conference" to be held at Toronto, Friday, 1984 11 02, and that the registration fee of \$60.00 each be paid.

Associate Superintendent of Curriculum and Special Services

(a) That up to three elementary school Guidance Counsellors attend the Ontario School Counsellors' Association 1984 to be held in Toronto from Wednesday, 1984 11 14 to Friday, 1984 11 16, and that the registration fee of \$110 each be paid.

Respectfully submitted,

A. J. Krever,
Director of Education.

ss

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1984 10 30

To the Chairman and Members,
The Education Management Committee,
The Board of Education for the
City of Hamilton,
Hamilton, Ontario.

Ladies and Gentlemen:

Attached is a report entitled Compensatory Education. Actions which administration is prepared to take appear on Page 18 while recommendations for the consideration of trustees can be found on Page 19.

This report is provided for discussion purposes at this time. The recommendations will be presented to the December E.M.C. meeting.

Prepared and Submitted by:
D. Rothwell, Area Superintendent of Education.

Approved by:
A. J. Krever, Director of Education.

Attach.

COMPENSATORY EDUCATION

Prepared by: D. Rothwell,
Area Superintendent
of Education.
1984 10 30

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INTRODUCTION

The purpose of this report is twofold. It is designed to give to the reader some background relevant to the whole area of compensatory education. In order to accomplish this, it was felt necessary to provide an historical perspective, combined with brief descriptions of some of the more up-to-date studies, both in Canada and in the United States, whereby the reader might develop an informed understanding of what exactly constitutes compensatory education. Terms such as inner-city schools, disadvantaged students, special needs schools and the like may all be encompassed under the umbrella of compensatory education for purposes of this report.

Second, the report contains some recommendations for the consideration of the trustees. Two things are certain. Without a concerted effort on the part of the Board of Education for the City of Hamilton, inequalities in learning will continue to exist in some of our schools. The second certainty is that the problem faced by our board is no less severe than that being faced by other metropolitan boards across Canada...it simply has not yet reached the same stage of priority. With careful recognition and study of the problem, objective, yet creative plans to deal with it, an understanding that there is no overnight solution, and dedicated professionals involved at all levels, we will be in a position whereby our actions are motivated by factors with a sound educational basis.

It will be seen that there is no one simple solution to the problem to be addressed. To expect to resolve inequalities by reducing staff-student ratio alone is not an answer. Nor is curriculum modification a solution in itself. Making available large amounts of funds has been found to be unsuccessful when no overall, comprehensive plan accompanies such a program. Working toward improving the self-concepts of children, though necessary and commendable, has not resulted in the anticipated expectations. What is needed is a thorough understanding of the problem followed by a carefully designed plan of action...a plan which incorporates a variety of approaches to the problem. Hopefully, this report will stimulate action to this end.

HISTORICAL PERSPECTIVE

When we speak of compensatory education, immediately we consider two factors - inner-city schools and low achievement. This report hopes to address both factors. Basic to any study relative to this issue, however, are two further factors. First we must recognize the sense of hopelessness experienced by those existing in such an environment; second, we must accept the feelings of inferiority many inner-city school students experience. The result of these feelings is reasonably predictable. The parents, and consequently the child, soon come to realize that living in the inner-city, with fewer means than those "outside" such limits, means living in a geographic-social environment. And what does this mean to the child? Simply stated, it means that much more exciting activities are at hand by engaging in activities outside of the classroom. Population proximity promotes greater pressures by peers and there develops in the child the belief that he has little control over his environment.

What then of the legitimacy of the school located in an inner-city environment? Strangely enough, the school is seen as being legitimate...perhaps a way out and a chance for something better. Parents may well be supportive. Children may well be eager. Simply stated, the solution then is to ensure that the school is attuned to the problems and characteristics of the children it serves. This involves curriculum and instructional modification and perhaps more important, how to prepare the child to function successfully in the classroom. In addition, it also means looking at ways and means of actually increasing academic learning time. This latter aspect will be dealt with in more detail in a later section of this report.

EFFECTIVE PRACTICES

There are a number of practices that have proven to be successful. It should not be assumed that such practices are not now being employed in our schools as will be alluded to later in this report (see E.N.O.C.).

INDIVIDUAL INSTRUCTION

Insofar as curriculum and instruction are concerned, the key term is "individual" or "small group" instruction. This can be accomplished with relative ease by the use of teacher aides, volunteers or teams of teachers. In this manner, definite instructional objectives appropriate for the individual(s) can be a prime focus. The availability of a wide range of materials and resources (i.e. skill centres or subject matter centres) is paramount. Teachers can be given easy access to appropriate resources for individualization and emphasis can be given to the diagnosis of individual learning needs. Greater emphasis can be given to meaningful evaluation techniques in order that teachers might determine whether individual needs are being met.

TECHNOLOGY

If the school is to be effective, it must be equipped with modern technological advances...and this must include computers as well as language aids.

The school schedule and staffing must reflect efforts to improve effectiveness. Only then will appropriate individualized instruction be available. If equipment is complex, teachers will have to be provided with sufficient time to master the technology. It may prove beneficial to have staff share in decision-making since it is they who know best what is working and what is not working with their youngsters.

SOCIAL WORKERS

Social problems abound in a number of the schools with which we must be concerned. A later portion of this report contains a description of the kinds of problems that teachers face every day in such schools. Successful experiences have been observed in schools where social workers have become members of the educational team thus adding an expertise which has proven to be invaluable. This may well be an area worthy of exploration in the Hamilton schools as it would add a new dimension to the special services now available.

CONDITIONS CONDUCTIVE TO EFFECTIVE DELIVERY

STRUCTURED ACTIVITIES

It is recognized that requirements for self-directed activity constitute a critical factor in making the school a foreign setting for many inner-city children. Consequently, carefully structured or prescribed activities can and do lead to increasing independence and self-control on the part of disadvantaged students.

PARENTAL INVOLVEMENT

Probably, one indispensable element in creating the proper conditions for effective delivery is parent involvement. The community school is one example of successful parent involvement...it legitimizes the school as a part of the inner-city neighbourhood.

EARLY FAILURE

If we state that existing schools are foreign to the inner-city child, then we must do something to minimize the possibility of early failure for such children. Although this involves the obvious, improvement in curriculum and instruction, perhaps it involves something even larger. It may be that the whole concept of "grades" should be questioned. Perhaps a "division" comprising the first three grades should be considered.

PROMOTION vs. FAILURE

The issue of social promotion versus retention in grade level for students who fail to perform according to expectations has recently emerged as a major academic concern, especially in the United States. Many educators have resisted widespread use of retention in grades because of the potential damage to student self-concept. Recently, a number of reviews carried out in the U.S.A. have advocated abolishing social promotion. Herein lies the dilemma. Perhaps two examples of the latter point of view would aid in demonstrating the support presently in evidence.

"Placement and grouping of students, as well as promotion and graduation policies, should be guided by the academic progress of students and their instructional needs, rather than by rigid adherence to age (National Commission on Excellence in Education, 1983)."

"Promotion from grade to grade based on examinations and not on "social" promotion is favoured by a substantial majority (75%) of survey respondents. This view is shared by parents of school children and by those who have no children in school (Gallup, 1983, p. 38)."

On the other hand, to enforce accountability regulations by retaining the child in the grade seems to ignore the question of how effective the instruction was for that child. In effect, it would "blame" the child for failing and disregard alternatives.

Certainly, one must be concerned with the self-concept of the child and his sense of control of the future. Without this, there is powerlessness which can only detract from achievement. Consequently, the whole area of failure, especially in the primary division, must be studied as a part of any efforts to provide an effective compensatory educational program in Hamilton.

A RECENT STUDY IN THE UNITED STATES

SCHOOL MANAGEMENT

In 1978, the results of two major studies were released by the National Institute of Education (NIE). Basically, these studies represented efforts to determine that intelligent school and classroom management could increase learning significantly, especially insofar as the "disadvantaged" child was concerned. In November, 1981, NIE launched a new four-year study to be designed and run by local districts under contract to NIE, and committed to raising academic scores of students by increasing learning time, to turning average schools for disadvantaged students into exemplary schools, and (by carefully charting the process) to providing a scenario that could be useful to other schools. Districts to receive the four-year contracts were selected in a nation-wide competition.

It is important to note that from the outset, NIE emphasized that it wished to pursue new management techniques rather than support another round of curriculum innovations. New projects were to be inexpensive (to conform to current educational budget realities), implementable in schools rather than in single classrooms, applicable to schools that differed in size and geographic and ethnic composition, and designed locally to be responsive to local conditions and needs.

The two urban districts selected were Detroit, Michigan and Oakland, California. Characteristics of the school districts selected included much general unemployment, large unskilled minority populations, prevalence of one-parent families, abnormally high turnover rate and frequent cases of emotionally disturbed children.

TEACHER INSERVICE

Each district was given \$153. per child over its normal yearly per-child allocation. As well, each district was given free technical assistance from experts in evaluation and staff development. The advisors' time was used to refine the districts' proposals by setting realistic goals and developing solid research and evaluation designs, to inspire staff by sharing research results and to learn what teachers and administrators most wanted from the local research effort in order to set up responsive inservice programs. The reaction of one of the superintendents was as follows:

"Not only are they delighted to be getting help in the way of workshops, which we've never been able to afford before, but they are gungho about the possibilities of increasing engaged learning time, and they've thought of all kinds of spinoff possibilities like computer work for young children and volunteers in the classrooms. They look forward to working with teachers from other schools and observing them, and have planned the agenda for the workshops already - things they feel they need. It gave me a new respect for the staff - seeing how much they wanted to improve themselves - and how many ideas they generated, given the opportunity."

In all four districts the goal was to improve student achievement in reading and mathematics by increasing the amount of time students were engaged in learning tasks that were relevant and of appropriate difficulty. Beyond this, the districts shared some methods of achieving these goals; staff familiarity with the research literature and observations between teachers, by teachers of master teachers, and by outside observers of teachers who would share the results with teachers.

Another superintendent stated:

"We see the leadership of school administrators being of prime importance. Our Principals, who are already experienced and savvy, feel their increased familiarity with academic learning time will make them even better able to help their teachers, with the result that children will be better served, parents can be enlisted to help, and teachers will get continuing support."

Still another superintendent stated that he was looking forward to the "considerable contribution that curriculum analysis and articulation between grades will make to teacher-focus in the classrooms". In addition, it was his feeling that once the observational data on student engaged time was collected and analyzed, it would be "the ideal project for determining the feasibility of the four-day school week".

TEACHER
EFFICIENCY

The goal in Detroit was to make teachers more efficient by setting clear objectives. As well, supervisory personnel wished to see how efficient they could be at training teachers to be efficient. The process was a simple one - make literature on how to increase academic learning time available to teachers, then have teachers observe one another, then, if necessary, have teachers consult materials related to their area of difficulty (e.g. lesson preparation, mastery learning, etc.). If still further assistance was needed, teachers would be advised to observe others identified as highly skilled and then to practise in simulated conditions.

DIAGNOSIS
AND
PRESCRIPTION

One of the hopes was to produce teachers who were no longer merely "intuitive diagnosticians, but who could articulate what each child was doing, would do next, and why; and Principals who were equally articulate about leadership techniques. Finally, as one of the project directors stated, "We're training teachers to diagnose and prescribe for learners, reinforce learning once it has occurred, motivate students, reduce transition times, and present organized and sequential lessons. And our Principals must demonstrate as high a level of energy and commitment to instruction as do the teachers."

Results of this four-year study should prove very valuable to educators in general. It is anticipated that preliminary information will be available sometime in 1985.

ALL-DAY KINDERGARTEN

Some educators have proposed that the goals of early-childhood education may be more readily achieved by certain groups of children by attending Kindergarten for a full-day. Much research has yet to be done to confirm such a hypothesis, however, a recent project initiated by the Research Branch of the Ministry of Education did uncover some interesting facts. Following is a brief report dealing with this project.

This project was undertaken to assess the value of all-day Kindergarten programs for children in eight inner-city Toronto schools. The programs were offered with the idea that the lengthened school day would increase the possibility of achieving the goals of early-childhood education: to facilitate intellectual, physical, social, and emotional development.

The following are some of the conclusions and findings:

ABILITIES

1. It is too soon to make any definitive statement regarding the long term effectiveness of full-day Kindergartens. However, there is reason to believe that, through an increase in the length of the school day for five-year-old children from less-affluent neighborhoods, these children can increase their abilities and develop more quickly in the four areas noted.

LANGUAGE

2. While half-day students tended to maintain their level of language usage over the year, full-day students demonstrated a positive change from self-maintaining to reporting language.

INTERACTIONS

3. A group of full-day students, who began the year far behind another group of half-day students in terms of positive peer interaction, surpassed the half-day group and had significantly more positive interactions by the end of the year.

CHECKLIST

4. Teachers perceived that full-day students, who as a group had obtained significantly lower scores on the teachers' initial checklist, had surpassed their half-day counterparts by the end of the year on 80 per cent of the checklist items.

ATTENTIVENESS

5. Although there was a significant difference in the attentiveness of both groups at the beginning of the school year, the full-day students were demonstrably more attentive by June than were their half-day peers.

Senior Kindergarten children attending nineteen classrooms in inner-city schools in Toronto were compared. Students were matched so that for each full-day student there was a corresponding half-day student in terms of age, sex, and mother tongue. One hundred and seventy-two students (eighty-six pairs) were successfully matched in this way; this represented 44.5 per cent of the entire original population. The tests, checklists, interviews, and other instruments used to assess the program's effectiveness included the following: an inventory of social, co-ordination and emotional development; an attentiveness survey for the full period of the study; an interaction survey for the full period of the study; language samples; interviews with teachers, parents, and administrators.

As previously noted, it is too soon to make any definitive statement regarding the long term effectiveness of full-day Kindergartens. Nevertheless, this is an area that bears further investigation at some future date.

THE NORTH YORK EXPERIENCE

Firgrove P.S. is typical of many special needs schools. Over 50% of its pupils were born outside Canada (30 nationalities are represented). Most of the children live in apartments; over half in Ontario Housing. Many are single parent children who move frequently. The school has a yearly turnover rate of 45%. Children in these circumstances often do not fare well in school.

In the late 1970's the school staff acted on its concern about the poor academic and social progress of many of their pupils and implemented an interventionist strategy designed to increase the probability of success for these children. The program was based on four precepts:

- . Adults are the primary sources of guidelines and support for primary age children.
- . Primary children are eager to do things well, to experience a high level of success and to receive acceptance and praise. These are critical for successful early school experience which is critical in establishing positive attitudes toward learning and later educational experience.
- . Primary children work and play best individually and in small groups. These groups vary in composition and duration depending on the nature of the task. Peers become increasingly important - especially the need to have a best friend.
- . Concept development proceeds from recognition of objects and events, through grouping of objects and events in simple ways, to perceiving complex relationships among objects and events.

The program was begun in September 1978. In its first year of operation, all four of Firgrove's Grade 1 classes offered a K-1 program which embodied the above ideals. They were also given a special PTR of 20:1 to ensure that teachers could give children the individual help needed. An evaluation was carried out through the cooperation of the school administration and staff with Research and Evaluation Services to determine the extent to which this special program improved the self-image, language skills, self-control and social skills of the children involved. The results were encouraging. There was a marked gain in self-concept, improvement in language, social and physical development and in personal behaviour as well as in teacher's anticipation of future academic success.

As the program continued, staff made some revisions to their goals for the primary division. In 1980-81, the third year of operation, another evaluation was undertaken which included all children in grades 1-3 in the school. The results again were fairly positive. Performance on the academic achievement tests generally was at least at the expected level and was greater than expected for some groups, particularly in reading. There were also gains in self-concept scores at the Grade 1 and 2 levels. Though generally there was some drop in self-concept scores at the Grade 4 level, children in this grade who had been at Firgrove for at least one year scored at the expected level.

What has been described above is only a summary of the primary program at Firgove P.S.. The Research and Evaluation Services of the North York Board has compiled two reports which contain a more detailed account of both the philosophical bases upon which the program was founded and the results of the testing which was completed.

It is an interesting exercise to compare Firgove School to an inner-city school in Hamilton. The school selected does not represent an extreme but, rather, is a typical inner-city Hamilton school. Following are some figures which serve as a comparison to North York's Firgove School:

Geographical Area:	inner-city; some detached single-family dwellings; some high-rise apartments; store-front accommodations (rentals); numerous welfare recipients
Promotion Statistics:	significantly more than the city average spend extra time to complete the grades, especially at grade one
Student Transfers:	yearly turnover rate of over 50%
Single Parent Homes or Change in Parents:	36%
Students Where English is not Used at Home:	14%
% of Children Receiving (i) Special Education Assistance Grades:	17%
(ii) Reading Assist- ant and Volunteers:	36%
(iii) Speech Correction:	22%
Average Grade Enrol- ment (Jan., 1984):	24.1

It should be understood that the school described above is typical of a number of inner-city Hamilton schools.

HAMILTON'S SPECIAL NEEDS TASK FORCE (1981)

The findings of the Schools Needs Identification Committee, a sub-committee of the Special Needs Task Force clearly point out that there are needs in the Hamilton schools which are not being met at this time. Certainly, many of the problems facing our schools today are being addressed by the Board's Psychological, Adjustment, Guidance, Early Identification and Special Education Services in an effort to assist in alleviating some of them. In addition, the Primary Education Department continues to provide outstanding service to our students. It would appear that the conditions which impeded learning have expanded and continue to expand at a rate which simply overtaxes the Board's current compensatory programs.

COMPENSATORY EDUCATION

Compensatory education, in this context, is the term used to describe the efforts of the Board to provide additional resources to meet the needs of our schools. Schools such as those in the E.N.O.C. category have been identified as having special needs and, as a result, additional resources are now being provided for them. Some examples of such resources include increased emphasis on language arts, additional equipment, lower staff-student ratio and additional money for trips.

Conditions which led to the inception of the E.N.O.C. schools are now found in many schools and, due in part to the work of the Schools Needs Identification Committee, an increased awareness of the complexity of establishing the criteria for compensatory educational programs has been created.

E.N.O.C.

A brief review of the E.N.O.C. program may provide some understanding of what is presently being provided in Hamilton. At the present time, the E.N.O.C. program operates in the following eight schools:

Hess Street	- 1965	J. Edgar Davey	- 1971
Robert Land	- 1967	Hillsdale	- 1971
King George	- 1968	Strathcona	- 1974
Centennial	- 1971	Queen Mary	- 1975

Among the resources presently being provided in an effort to meet the special needs of these schools are included the following:

- (a) a lower staff-student ratio than the city-wide staff-student ratio
- (b) additional funds provided through the budget for items such as trips, clubs, reading materials and principals's discretionary fund
- (c) additional funds for reinforcement of equipment (dollars per class)
- (d) additional teacher-aides

"Guidelines for 1985 E.N.O.C. Budget Items" was reviewed by the principals of the E.N.O.C. schools during 1983-84 and this was followed by revisions recommended by the business and academic officials concerned. A sample of this form is attached for reference purposes (see APPENDIX A).

A STUDY OF WEIGHTING FACTORS FOR THE IDENTIFICATION OF SCHOOLS REQUIRING
ADDITIONAL EDUCATIONAL SUPPORT

**FOUR
FACTORS**

In the past, the Research Services Department has conducted a study (i.e. see title above) designed to examine four factors which might prove useful in identifying schools which may require additional educational support. The four criteria discussed in this report include reading achievement, average mental ability, non-promotion of pupils, and pupil mobility. Together, these criteria indicate the diversity from school to school in pupils' ability to do school work, the variation in the results of pupils' work (reading and promotion) and, in the case of mobility, an assessment of the home life of pupils attending a particular school.

In order that the criteria used in this ranking may be more meaningfully understood, a brief explanation of each follows.

**READING
ACHIEVEMENT**

An assessment of the reading skills of pupils in Hamilton schools is carried annually through a standardized test program administered in a number of grades. The ensuing results are then analyzed by the Research Services Department. For the purpose of this study, reading index scores were calculated and schools were ranked from the lowest to highest. These ranks were included with ranks of the other criteria selected for this study in the "Rank by Four Factors" which could become the criterion for selecting schools which need additional support.

**AVERAGE
MENTAL
ABILITY**

The mental ability of children in Hamilton elementary schools is assessed by means of group tests at a number of grade levels. Results are analyzed in detail by the Research Services Department and the average mental ability for each school is calculated from the available scores. Again, scores were arranged from lowest to highest and the ranks were then included with ranks of the other criteria in arriving at the "Four Factor Ranking".

**PROMOTION
OF
PUPILS**

Although promotion standards vary in a minor way from school to school depending upon the policy of staff and principals, it is felt that for the system as a whole, the students in each class have similar abilities and have demonstrated similar achievement. Promotion records of all schools are forwarded to the Research Services Department each year and such records are examined and summarized. For each school, the number of pupils who are not promoted (or, who complete less than one year's work) is compared with the June 30 enrolment. For the purposes of this study, schools were then ranked from the school with the highest percentage of students not promoted to the schools with the lowest percentage not promoted.

**PUPIL
MOBILITY**

There is little doubt that pupils moving in to and out of classes seriously affects the educational progress of both themselves and their classmates. Some pupils move several times a year and some classes show a greater than 59% turnover of new students in year. Pupil mobility is one of the most disturbing elements of the demographic characteristics affecting education. Certainly, other demographic criteria such as unemployment of parent(s), family breakdown, percentage of owner-occupied dwelling and occupation of the worker(s) in the family will have high positive correlations with pupil mobility and, conversely, low correlations with pupil achievement. One must consider, however, both the cost and availability of such information. For the purposes of this study "transfers-in" to a school provided information used to develop the scale for ranking schools related to pupil mobility.

The majority of the final weighting factors is based on pupil achievement, mental ability and reading ability (the fundamental issues of school work). It must be recognized that many children will perform satisfactorily in schools despite adverse demographic factors and, consequently, such factors should not be emphasized unduly.

**SCHOOL
IDENTIFI-
CATION**

In attempting to develop factors which might assist in identifying schools needing compensatory educational support, school boards have experimented with a number of criteria. When the indices of 1980 and 1982 were combined for Hamilton schools, the list of twenty schools identified as being those most in need of additional educational support contained the present eight E.N.O.C. schools plus twelve other schools of a similar nature. Clearly, the study completed by the Research Services Department did serve to identify those schools most in need of additional educational support. It would appear to be a logical step to direct the Research Services Department to conduct "A Study of Weighting Factors for the Identification of Schools Requiring Additional Education Support" during the 1984-85 school year. Since the criteria being used in this study appear to be producing the required information, there seems little point in moving toward a more extensive and costly survey.

WINNIPEG.....IS DOWNTOWN SECOND BEST?

In Winnipeg, it has been apparent for a number of years that students in downtown schools score lower grades than do children in more affluent areas of the city. However, of late it has become increasingly clear that the gap is widening. Winnipeg school trustees concluded that a partial answer to this problem was to improve programs and policies...but this alone would not solve the problem.

IDENTIFICATION CRITERIA

As with many Canadian cities, the Winnipeg board defines its inner-city schooling needs on the basis of school mobility, family incomes, the number of students from single-parent families and the education level of parents. In addition, a number of the schools have high enrolments of native children, along with immigrants from Southwest Asia and the Philippines, for whom English is a second language. Winnipeg also has one of the most mobile student populations in Canada (some students change schools a dozen times in one year).

TORONTO

There is no refuting the results of years of international studies which show that socioeconomic status affects school achievement. That this should be reflected in inner-city schools comes hardly as a surprise. The Toronto Board of Education has identified thirty-five such schools in its jurisdiction but "We are more interested in what the schools achieve, not by the indices of standardized testing". (Donald Rutledge, Superintendent of Curriculum, Toronto Board of Education).

One must be concerned with the validity of standardized tests. Most certainly, the culturally disadvantaged are penalized in some way.

PARENTS' ROLE

The Winnipeg report does quote some effective school research but specific recommendations are not included. One of the report's authors feels that insufficient attention is being paid to new research. In addition, it is his feeling that part of the solution lies in getting more parents involved in the schools. The president of the Winnipeg Teachers' Association in addressing the report on inner-city schools stated, "There is a lot to be done. But you cannot correct it overnight".

FUTURE DEVELOPMENTS

Two further developments may be worth noting at this time. There is a full report by administration dealing with inner-city programming due very shortly. In addition, a conference planned by Winnipeg teachers and dealing exclusively with inner-city schools is being planned for November, 1984. This writer has been in contact with J. C. Smyth, Chief Superintendent of Winnipeg School Division No. 1, relative to both the report and the conference, and developments are anticipated in both instances. Hopefully, decision-making will be assisted by both the contents of the report of administration and by the conference in November, 1984.

THE VALUE OF THE UP-TO-DATE RESEARCH

EIGHT LEARNING DETERMINANTS

Earlier in this report, there appears a section devoted to the four-year study begun in 1981 by the National Institute of Education. This study was the result partially of the six-year Beginning Teacher Evaluation Study (BTES) which stated that children did better when they worked at academic tasks longer and more intently. At the same time as the BTES was taking place, another research project was comparing the effects of school management on teachers. The conclusions of this latter study pointed out quite clearly that teachers, like students, do not do as well when left alone as when supported by discerning assertive educational leaders. Further, the study noted that teachers need good administrative support, a school environment that stresses academic accomplishment, the belief that they (not home conditions) are responsible for their children's academic success, a school climate conducive to learning (safe, free of discipline and vandalism problems), and a system for monitoring and assessing pupil performance that is tied to instructional objectives.

Taken together, these findings indicated that intelligent school and classroom management can increase learning significantly. This, of course, challenges the Coleman Report on the Equality of Educational Opportunity which stated that success and failure in schools was primarily a matter of social class and family background and that schools and teachers could make very little difference.

Armed with the results of these two studies, the 1981 N.I.E. program began, "committed to raising academic scores of students by increasing academic learning time; to turning average schools for disadvantaged students into exemplary schools".

INCREASED LEARNING TIME

The research devoted to the BTES study contains eleven very strong arguments relative to the positive effects of increasing learning time. Perhaps two examples will show how consideration of this kind of research should be part of any overall plan designed to deal with compensatory education.

- (i) Teachers who increase the amount of time students actually spend engaged in a learning activity will see the difference reflected in increased achievement. Allocating time for reading, in other words, isn't sufficient. The students also must be actively engaged in learning to read.
- (ii) The use of aides, parent volunteers, cross-age tutors, and peer tutors increases the amount of interactive instruction, thus keeping engagement rates high.

It is one thing to collect relevant, up-to-date research data; it is quite another to evaluate it, co-ordinate it and use it in an effective manner. It would seem, however, that such an exercise is a necessary component of any master plan designed to deal with compensatory education.

PROBLEMS WHICH INHIBIT TEACHING/LEARNING IN AN INNER-CITY SCHOOL

This section will deal with some of the problems observed by a principal, a teacher and a consultant in one of Hamilton's inner-city schools. Hopefully, a better understanding of the problems being encountered by personnel in some of our schools will result from the inclusion of these comments.

ENVIRONMENT

The school in question is an inner-city school, surrounded by industry, with most residents living in close proximity to one another. There is economic, social and cultural deprivation all resulting in the usual special set of problems which accompany this type of area...hostility, aggression, abuse, neglect, crime and family breakdown.

SOCIAL SKILLS

The result of all of this is the manifestation of a number of social problems which inhibit the teaching/learning process and results in teacher frustration. It is obvious that a large number of the children are accustomed to seeing problems solved by violence, either physical or verbal. This then becomes an accepted problem-solving technique. The obvious consequence of this becomes the inordinate amount of time spent by teachers in dealing with the development of social skills. Since peer interaction is a prime requisite, harmony must be established and, consequently, social skills must become a priority.

SELF- DISCIPLINE

Another problem that surfaces on a regular basis in the lack of self-discipline exercised by many of the children who operate in the kind of environment previously described. Not only do these children require constant supervision and encouragement, they need and want it immediately. Should they not get it due to the teacher's commitment to other children at the time, they may well react with anger and resentment. The result is obvious as the whole class is disrupted.

Nor is direction from an adult easily accepted by some children, especially if an experience earlier in the day or the evening before has resulted in an unstable situation in the home. Such direction from a teacher may well result in verbal or physical abuse on the part of the child.

COUNSELLING

Unfortunately, the solution of providing some counselling assistance to such children is not an available commodity other than on an ad hoc basis. It has already been pointed out that personnel in Adjustment Services and Psychological Services are taxed to the limit. And volunteers plus teacher-aides, albeit of invaluable assistance in our inner-city schools, do not possess the necessary training and expertise to deal effectively and consistently with children exhibiting such tendencies. Where a voluntary and certificated social worker has been used, benefits to the child, the other students and the teacher have accrued. A pilot program involving a social worker may well be in order. (see Appendix B for job description).

**EXPERIENTIAL
BACKGROUND**

Not only must the school personnel be concerned with social problems, they must also recognize the many experiential deficits with which they must cope effectively. Such deficits range from oral language (i.e. limited vocabulary, inability to express ideas, inability to interact with other children verbally) to basic thinking skills (i.e. observation, classification seriation, correspondence and vocabulary to express ideas). Perhaps what is most important is that many of the children lack real experiences. What may be taken for granted by children from middle class backgrounds may well be foreign to other children. This necessitates the teacher's ensuring an adequate experiential base before any meaningful teaching can take place.

**TEACHING
METHOD-
OLOGIES**

There is no great mystery nor dearth of effective methodologies in dealing with reading for disadvantaged readers. Nor does one have to look far from home to gather such materials. As an example, Mary Howarth, Editor of the F.W.T.A.O. Newsletter, produced an outstanding article in the Feb./March, 1984 issue. In this article, the writer explains that, "Educators are haunted by the question of why so many disadvantaged children stay in the bottom of the reading group, fill the remedial reading classes in disproportionate numbers and end up listless and unmotivated. Teachers are bombarded by explanations - values conflict, early deprivation, culture conflict with the school, low teacher expectations, peer pressure, have all been forwarded as hypotheses". Unfortunately, such hypotheses do not tell the teacher what to do. It is the author's conviction that part of the answer "rests in the very nature of traditional reading instruction". As Ms. Howarth puts it, "Imagine how easy it is for children who come from less privileged homes to develop a poor self-concept in the first years of school. They join peers who have more experience with stories, books, crayoning, painting and a multitude of other reading readiness activities. Before they start, they are behind."

IN-SERVICE

The specifics of the approach are described by the writer as the article progresses. Similar effective approaches and methodologies have been generated by Hamilton's Primary Education Department under the leadership of the supervisor. With a concerted in-service program, designed for principals and teachers in our inner-city schools, strides can be made in this area.

**A TEACHER'S
PERCEPTIONS**

Recently, a primary grade teacher in the school described at the beginning of this section took the time to put on paper her concerns about teaching in this school. Following are a few of her comments which, hopefully, will serve to illustrate these concerns:

"Our children demand so much of our time that it's unfair to put them in a large class. Sometimes school is the only positive attention they receive. It is the only steady, constant, caring force in some children's lives. Because we are dealing with so many problems, attitudinal, behavioural and academic, the higher the numbers, the more unbearable the situation."

"Who cares about the kids? I do! And I am fighting not only for them but for the teachers who spend a lot of time trying to work with the children. They are numbers on paper; a body in a class. We forget they are people with needs that need to be met if they are going to progress academically."

"Our children bring many emotions from home. I have dealt with explosive situations at 8.45 a.m., then had to walk into my class and deal with my own children and all their difficulties. These children can react verbally, physically to an instruction, a comment or an interaction with another child. These outbursts can occur so quickly, they are unpredictable. But the effect on staff, student and the rest of the class can be devastating. You learn to treat some children with kid gloves because you have learned how he will react when you speak to him. Watching a time-bomb waiting to explode and dealing with the situation is emotionally draining."

Before completing this report, it should be pointed out that some very positive and exciting developments continue to take place in our inner-city schools. A large number of dedicated teachers and principals are doing their utmost to provide the best possible education for their youngsters. The Director of Education and the officials continue to be supportive of efforts to improve conditions in these schools and to correct inequalities. Supervisory personnel in all areas have been most co-operative in attempting to address the problems.

Perhaps this report and the accompanying recommendations will serve as a vehicle to co-ordinate all efforts in designing an effective compensatory educational plan for our schools.

ACTION BY ADMINISTRATION

Administration is prepared to initiate the following actions:

1. The Superintendent of Curriculum and Special Services to initiate a study relative to promotion and grade retention in the primary division in those schools identified as schools requiring additional educational support.

....Reference - p #4

2. An academic official to continue the interchange of reports and information recently instituted with the Winnipeg School Division No. 1 and there be representation by the Board of Education for the City of Hamilton at the Inner-City School Conference to be held in Winnipeg in November, 1984.

....Reference - p #13

3. During the 1984-85 school year, principals of E.N.O.C. schools to visit schools within the jurisdiction of the Toronto Board of Education and the North York Board of Education.

....Reference - p #8, 9, 13

4. The Supervisor of Primary/Junior Education prepare a report for academic officials dealing with the instructional techniques, program modification and other related areas which appear in this report and which have a direct bearing on teaching/learning in schools which have been identified as those in need of additional educational support.

....Reference - p #16

RECOMMENDATIONS

1. That the Research Services Department conduct "A Study of Weighting Factors for the Identification of Schools Requiring Additional Educational Support" during the 1984-85 school year.

.....Reference - p # 16

2. That the Superintendent of Curriculum and Special Services initiate a study to provide effective in-service for teachers and administrators in schools identified by the Research Services Department's study (i.e. Rec. #1), such in-service to take place late in the 1984-85 school year and early in the 1985-86 school year.

.....Reference - p # 16

3. That two social workers (i.e. B.S.W.) be employed in schools identified to be in need of additional educational support for the 1985-86 school year, on a pilot program basis, such appointments to be subject to review prior to June, 1986.

.....Reference - p # 3, 15

4. (a) That once the schools exhibiting the greatest need for additional educational support have been identified by means of Rec. #1, the officials study this information with a view to making both staffing and budgetary recommendations to commence in September, 1985 and

- (b) That such recommendations incorporate the following areas:
 - (i) the schools to be identified in compensatory education planning
 - (ii) the disposition of the status presently afforded the eight E.N.O.C. schools
 - (iii) the allocation and re-allocation of budgetary funds
 - (iv) the allocation of staff, both administrative and teaching
 - (v) the consideration of all aspects relating to compensatory education which are outcomes of all actions and recommendations related to this study.

.....Reference - p #10

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

GUIDELINES FOR 1985 E.N.O.C. BUDGET ITEMS

*REGULAR DAY SCHOOL

Books and Film Purchases

<u>Read-to-Me Books</u>	\$ 1.55 per pupil in Jr. Kindergarten up to 2/3 enrolment
<u>Paperbacks</u>	\$123.00 depending on size of school to \$294.00

*SUPPLIES AND SERVICES

Instructional Supplies

<u>Principal Co-ordinator</u>	\$185.00 depending on size of school
<u>Allowance (see note)</u>	to \$367.00

Note: expenditures according to Board policy

Reinforcement of Equipment

Junior Kindergarten	\$116.00 per class
Senior Kindergarten	\$100.00 per class
Primary Grades	\$ 79.00 per class
Junior Grades	\$ 79.00 per class
Senior Grades	\$ 79.00 per class
Special Education	\$ 86.00 per class

Reading Assistant Materials

\$400.00

Clubs

\$ 2.15 per pupil

Field Trips

Trips

\$ 5.75 per pupil

Junior Kindergarten

\$ budget set centrally

Nourishment

Milk (JK)

\$ budget set centrally

NOTE: Please be sure to place the -word- "E.N.O.C." after each item

* Expenditure Categories as in "Principal's Report" (BA33) - see example attached.

Don Rothwell,
Area Superintendent of Education.

SOCIAL WORKER--JUNIOR ELEMENTARY SCHOOL

Education

- . BSW
- . preferably 4th year graduate who has received field work placement in one of our schools from McMaster University School of Social Work

Purpose of Project

- . to provide a resident social worker in one of the identified junior elementary schools with special needs who will be responsible to the principal of the school and work with students, families and staff, both within the school and in the neighbourhood

Operational Procedure

The social worker will be responsible to the principal on a daily basis as a staff member, and also to the Adjustment Services Department, who will provide ongoing casework supervision and liaison with Special Services. The social worker will take part in Adjustment Services inservice and staff development programs, as required.

The process and use of a residential social worker (elementary) is to be reviewed in one year to examine the value to the school, staff and community.

ROLE DEVELOPMENT

1. Responsibilities to the School

- . in cooperation with the principal and staff, work with students and families as problems are identified.
- . assist teachers to understand individual problems and assist in dealing with disruptive behaviour
- . assist in the early identification of problems, and develop strategies to meet identified special needs
- . act as a part of the school team (Special Education, Psychological Services, Adjustment Services, Primary Education, etc.) in order to assess and remediate inappropriate behaviour
- . act as a consultant to principal and staff regarding child growth and development and principles of good mental health
- . assist and deal with group problems and crisis intervention

2. Responsibilities to the Student

- . to be available for intensive counselling and assistance to students to achieve satisfactory relationships in school, home and community
- . to work with groups of students where common concerns can be addressed, such as improvement of social skills, improvement of attendance patterns, etc.
- . to develop with teacher and student behaviour modification programs to improve classroom behaviour

3. Responsibilities to the Family

- . to work closely with parents whose children are having serious adjustment problems at school
- . to initiate home visits, school conferences towards developing and/or improving teacher/parent relationships
- . to act as resource and advocate for parents regarding required resources and programs to assist needs of families and students
- . to be available to parents as a consultant and advocate for their concerns and special needs.

4. Responsibilities to the Community

- . to be aware of neighbourhood concerns and needs
- . to utilize in the school effective use of community resources
- . to participate and develop appropriate joint planning of programs within the community

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REPORT OF THE
CONSOLIDATION POLICY COMMITTEE

Present: Mrs. R. Van Horne (Chairman);
Trustees Hicks, Kennedy, Rogers and Mulholland,
Mr. McWhinnie and Mrs. Wall.

Also

Present: Trustees Allen, Bell, Clarke, Deans, Detwiler and McMurrich.

Officials Mr. A. J. Krever (Director of Education)

Present: Mr. J. Penner (Deputy Business Administrator)
Mr. J. Forrester (Area Superintendent)

The Committee recommends:

PART II

1. That the following recommendation regarding the Accommodation Report be approved:
 - (a) That the Board develop a concise summary of the Accommodation Report for distribution to the public through schools and the media and that this summary be advertised between the time limit of 4 to 7 days after the Board meeting that deals specifically with the Accommodation Report.

Respectfully submitted,

Mrs. Ruth Van Horne,

Chairman.

Committee Room,
1984 10 16.

REPORT OF THE
TRAINABLE RETARDED CHILDREN'S ADVISORY COMMITTEE

Present: Dr. H. Paikin (Chairman),
Trustee Rogers, Mrs. Jensen, Drs. Jacobs and Morris.

Also

Present: Trustees Baskin, Clarke and Van Horne.

Officials Mr. A. J. Krever (Director of Education)
Present: Mr. J. Penner (Deputy Business Administrator)
Mr. P. Beveridge (Associate Superintendent of Curriculum & Special
Services)
Mr. B. Adams (Supervisor - Special Education)
Miss W. McLaren (Consultant - Special Education)
Mr. A. J. Molineux (Assistant to the Business Administrator).

The Committee recommends:

PART II

- (a) That the Board consider making all professional development days the same for secondary and elementary schools in order to provide parental assistance for the Trainable Retarded professional development days.
- (b) That a Program Advisory Committee be established to evaluate programs presently being operated in the Trainable Retarded Schools.

Respectfully submitted,

Dr. H. Paikin,

Chairman.

Committee Room,
1984 10 22.

A G E N D A
BUSINESS MANAGEMENT COMMITTEE

1984 11 01

OCT 20 1984

CAY ON HBC
A31
1984

Confirmation of the minutes of the last regular and special meetings.

GENERAL

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Investment of Short Term Funds.
3. Cash Flow.
4. Year-End Holidays (attached)
5. Employee Assistance Program (attached)
6. Report of the Education Management Committee.

PART I

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Request from Delta Secondary School Diamond Planning Committee for permission to obtain liquor license.
3. Memorial Bursaries.
4. Cost Deviation.
5. Report of the Education Management Committee.

PART II

BUSINESS ARISING OUT OF THE MINUTES:

1. Abbotsford Homes - City of Hamilton (attached).

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Cost Deviation.
3. Report of the Education Management Committee.

Board of Education,
Hamilton, Ontario,
1984 10 25.

TO THE CHAIRMAN AND MEMBERS,
BUSINESS MANAGEMENT COMMITTEE,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

GENERAL

I have the honour to present for your consideration the following recommendations of the Business Administrator:

- (a) That one Business Official be requested to attend the O.A.S.B.O. Finance Committee workshop "Payroll - What's New", to be held at Toronto, Thursday, 1984 11 08 and Friday, 1984 11 09 and that expenses be paid according to policy.
- (b) That one Business Official be requested to attend the A.L.S.B.O. Workshop "Human Resources Planning - The Real Role of Affirmative Action, to be held at Toronto, Saturday, 1984 11 10 and that \$95 be paid towards registration and expenses.

Respectfully submitted,

A. J. Krever,
Director of Education.

Office of Education,
Washington, D.C.
June 10, 1954

TO THE CHAIRMAN AND MEMBERS,
NATIONAL MANAGEMENT CONFERENCE,
Room 2000,
Washington, D.C.

Ladies and Gentlemen:

General

I have the honor to thank you for your contribution to the following recommendations to the National Management Conference:

- (a) That the National Office be requested to attend the N.M.C. Conference on the subject "Public & Private Schools" to be held at Washington, D.C., on Thursday, June 10 and Friday, June 11 and that expenses be paid according to policy.
- (b) That one business official be requested to attend the N.M.C. Conference "Public Schools Financing - The Role of Administration" to be held at Washington, D.C., on Thursday, June 10 and Friday, June 11 and that expenses be paid according to policy.

Respectfully submitted,

A. J. Kerner,
Director of Education.

Board of Education,
Hamilton, Ontario,
1984 10 25.

TO THE CHAIRMAN AND MEMBERS,
BUSINESS MANAGEMENT COMMITTEE,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

RE: YEAR END HOLIDAYS

In 1984, Christmas and New Year's Day fall on a Monday to Friday, and the Collective Agreement clearly recognizes that half a day prior to those holidays will be time off:

(from the C.U.P.E. 1344, Collective Agreement)

17.06 Effective the 1982 calendar year, the half (1/2) day prior to Christmas Day and the half (1/2) day prior to New Year's Day will be recognized holidays.

The same holiday schedule is applied to the Education Centre and secondary school offices, and the following is recommended:

That the Secondary Schools and the Education Centre offices be closed during the Christmas and New Year's Holiday period in accordance with the following schedule:

Monday, December 24th, 1984	- 12:00 Noon closing,
Tuesday, December 25th, 1984	- Christmas Day,
Wednesday, December 26th, 1984	- Boxing Day,
Monday, December 31st, 1984	- 12:00 Noon closing,
Tuesday, January 1st, 1985	- New Year's Day.

Respectfully submitted,

R. S. Cartmell,
Secretary-Treasurer and
Business Administrator.

Office of Education,
Washington, D.C.
1984-1985

TO THE CHAIRMAN AND MEMBERS,
EDUCATION MANAGEMENT BOARD,
Office of Education,
Washington, D.C.

Respectfully submitted,

NEW YEAR HOLIDAYS

In 1984, Christmas and New Year's Day fall on a Monday and Tuesday, respectively. The Education Management Board has a day prior to these holidays will be time off:

(from the E.M.B. 1984, Collective Agreement)

17.05 Effective the 1983 calendar year, the half (1/2) day prior to Christmas Day and half (1/2) day prior to New Year's Day will be recognized holidays.

The same holiday schedule is applied to the Education Center and secondary school offices, and the following is recommended:

That the Secondary Schools and the Education Center offices be closed during the Christmas and New Year's holiday period in accordance with the following schedule:

Monday, December 24th, 1984	- 12:00 noon closing
Tuesday, December 25th, 1984	- Christmas Day
Wednesday, December 26th, 1984	- School day
Thursday, December 27th, 1984	- 12:00 noon closing
Friday, January 1st, 1985	- New Year's Day

Respectfully submitted,

M. S. Lattimore,
Secondary Schools and
Education Management

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1984 10 22

To The Chairman and Members,
The Business Management Committee,
Board of Education,
Hamilton, Ontario

Ladies and Gentlemen:

RE: Employee Assistance Program (E.A.P.)

Background Information

At the 1981 11 11 meeting of the Hamilton Board of Education, the following recommendations were approved.

That an Employee Assistance Program be developed by the Hamilton Board of Education with the program to commence January 1, 1982 under the following guidelines:

- That it be a voluntary contact, assessment and referral program.
- That it be co-ordinated by a counsellor to be engaged on a referral basis by the Hamilton Board of Education.
- That it be available to all staff of the Board on a voluntary strictly confidential basis.
- That a joint committee implement, evaluate, and make recommendations concerning the program and define the role of management and employee representatives.

1984 Program Review

In reviewing the Employee Assistance Program, the following factors are taken into consideration:

- Structure
- General Feedback
- Use
- Cost

● STRUCTURE

The Board program has all the components of other successful E.A.P. programs. These components are:

Clinical Service
Policies and Procedures for Contact and Referral
Training of Individuals in Supervisory Positions
Education of All Employees about The Resource
Orientation to the Program
Evaluation/Cost Benefit of the Program

A unique feature of our program is that the counsellor, Mr. Allan Sheftel, M.S.W., is taking an active role in providing free in-service to the various interest groups. The in-service sessions primarily address the training, education and orientation components of the program.

● GENERAL FEEDBACK

To date very positive feedback has been received about both the program and the counsellor that the Board employs.

From the confidential questionnaires received from those using the program, it is quite evident that

- there is a need for an Employee Assistance Program
- the present format of the program is desirable
- there is a need to make the system aware of the program
- there is need for more education and orientation about the program, especially in the non-teaching sector of employees

● USE

	1982 01 01 to 1984 09 30	1984 01 01 to 1984 09 30
Total number of initial E.A.P. contacts with consultant	56	10
Number of teacher contacts with consultant	40	5
Number of support staff contacts with consultant	16	5

Types of Problems that the E.A.P. Consultant Encountered

- . Marital and family relationships
- . Job related stress
- . Medical, Anxiety, Depression
- . Legal, financial
- . Alcohol Abuse
- . Emotional exhaustion

It is therefore recommended:

1. That the Employee Assistance Program for the Hamilton Board of Education be in effect for the 1985 calendar year.
2. That a continued effort be made to bring about awareness of the E.A.P. Program to the system.
3. That \$4,000.00 be allocated to the E.A.P. Program in the 1985 budget for supplies and services as well as fees and contractual services.

Respectfully submitted,

R. S. Cartmell,
Secretary-Treasurer and
Business Administrator.

Board of Education,
Hamilton, Ontario,
1984 10 25.

TO THE CHAIRMAN AND MEMBERS,
BUSINESS MANAGEMENT COMMITTEE,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART I

I have the honour to present for your consideration the following recommendations of the Business Administrator:

- (a) That the resignation of Mrs. Audrey Richardson, Cafeteria Supervisor be approved effective 1984 10 26.
- (b) We regret to announce the death of Mr. Walter Gradzki, Caretaking and Maintenance Staff on 1984 10 14.

Respectfully submitted,

A. J. Krever,
Director of Education.

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1984 10 25.

TO THE CHAIRMAN AND MEMBERS,
BUSINESS MANAGEMENT COMMITTEE,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

RE: Lands Required for Roadway Purposes
- Hummingbird Lane

Abbotsford Homes Limited requested the conveyance of a strip of land from the Board of Education for the extension of Hummingbird Lane along the west boundary of the Pauline Johnson Site.

In November, 1983, the Board approved the conveyance of this strip of land for roadway purposes under a policy adopted in July, 1972. The price to be paid was established at \$10,032.00 an amount to offset the price to be paid by the Board for local improvements. The revenue received by the Board from the land equals the expenditure paid to the City for local improvements. The Board does not profit from this transaction. Abbotsford Homes Limited objected to the payment for the land. Subsequently, the Board received a letter from the City Clerk which reads as follows:

"The City is of the opinion that the Board should deed the land for one half of Hummingbird Lane to the City of Hamilton for one dollar" without compensation from any third party, in this case Abbotsford Homes Limited.

The Board considered this matter at the regular meeting of the Board. In July, 1984 and the following resolution was adopted:

"That a strip of land 33 feet x 405 feet on Hummingbird Lane abutting our Pauline Johnson Public School be deeded to the Corporation of the

City of Hamilton for the sum of \$1.00 providing that the City waive the cost of the local improvements involved."

The City considered this matter at the Council Meeting of October 2, 1984 and rejected the Board proposal as outlined in a letter from the City dated October 3, 1984. It is recommended that the Board of Education policy be maintained and that the property be sold for \$10,032.00.

There is no further action required.

Respectfully submitted,

JP:mb

R. S. Cartmell,
Secretary-Treasurer and
Business Administrator.

E. A. SIMPSON
CITY CLERK

K. E. AVERY
DEPUTY CITY CLERK

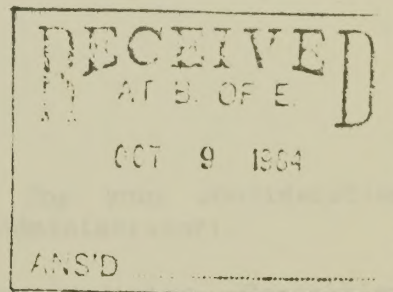


CITY HALL
HAMILTON, ONTARIO
LRN 374

THE CORPORATION OF THE CITY OF HAMILTON

OFFICE OF THE CITY CLERK

1984 October 03



Hamilton Board of Education
100 Main Street West
Hamilton, Ontario
L8N 3L1

Attention: Mr. R. Cartmell, Business Administrator

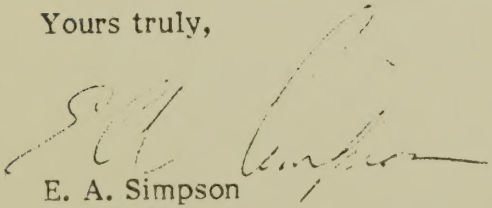
Dear Sir:

This is to advise that Hamilton City Council, at its meeting held Tuesday, September 25, 1984, approved Item 32 of the Fifteenth Report of the Transport and Environment Committee as follows:

That the Board of Education be advised that the City will assess the Board of Education for local improvement charges applicable to lands abutting Cardinal Heights, Addition No. 5, Phase 4 in accordance with the 1980 City/Board of Education service agreement.

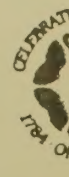
If you have any questions with regards to this matter, please do not hesitate to contact the writer.

Yours truly,


E. A. Simpson
City Clerk

EAS:em

cc: Mr. J. R. G. Leach, Commissioner of Engineering



Board of Education,
Hamilton, Ontario,
1984 10 25.

TO THE CHAIRMAN AND MEMBERS,
BUSINESS MANAGEMENT COMMITTEE,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART II

I have the honour to present for your consideration the following recommendations of the Business Administrator:

- (a) That the resignation of Mr. Charles McGinlay, Caretaking and Maintenance Staff, be accepted with regret, effective 1985 04 30 and that the Board's gratuity be paid.
- (b) That the following be appointed to the Temporary Staff as Teacher Aides, effective 1984 10 29 at the rate of \$7.61 per hour:

Mrs. Joyce D. Mills,
Mrs. Patricia Plugowsky,
Mrs. Beverly J. Kerr.

Respectfully submitted,

A. J. Krever,
Director of Education.

Board of Directors
American Telephone
and Telegraph Company
New York, N.Y.

TO THE CHAIRMAN AND MEMBERS
OF THE BOARD OF DIRECTORS
OF THE AMERICAN TELEPHONE
AND TELEGRAPH COMPANY

Dear Sirs:

1925

I have the honor to acknowledge the receipt of your letter of the 12th inst. regarding the following matters:

1. The fact that the investigation of Mr. Charles H. Smith, Chairman and President of the Board, was completed with respect to the matters mentioned in your letter of the 12th inst. and that the Board's action is being taken.

2. The fact that the investigation is being completed in the telephone branch as indicated in your letter of the 12th inst. and that the Board's action is being taken.

Very truly yours,
Wm. H. H. Smith,
Chairman and President.

Respectfully,
A. J. Smith,

Director of Finance.

A G E N D A

DEC 3 1984

EDUCATION MANAGEMENT COMMITTEE

CA4 ON HBL 026
A32
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1984 12 04

Confirmation of the minutes of the last regular and special meeting of 1984 11 14.

GENERAL

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Formation of Ad Hoc Committees: (a) Committee to Review the Consolidation Policy.
(b) Identification, Placement & Review Committee.
(c) Committee to Study the Future of French Immersion.
(d) Affirmative Action Committee.
(e) Communications Advisory Committee.
3. January Meeting Dates.
4. Presentation from Home & School Council re: "Corporate Challenge".
5. Report of the Affirmative Action Committee.
6. Report of the S.A.L.E.P. Committee.

PART II

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re: Core French Report (referred from November E.M.C. - 1984 10 30).
2. Report from the Officials re: Compensatory Education (referred from Special E.M.C. - 1984 11 14).
3. Report from the Officials re: Highview Elementary School (referred from November E.M.C. - 1984 10 30)
4. Report from the officials re: Child Find Inc. (referred from November E.M.C. - 1984 10 30).
5. Letter from The Social Planning & Research Council re: Social Impacts on School Closings.
6. Report from the Ontario Institute for Studies in Education (O.I.S.E.) re: Social Impacts on School Closings.

Dec.
4
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4

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Presentation from A. M. Cunningham Home & School Association re: Accommodation of French Immersion at A. M. Cunningham School.
3. Report of the Committee to Study the Future of French Immersion.
4. Report of the Trainable Retarded Children's Advisory Committee.
5. Report of the Special Education Advisory Committee.

PART I

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the officials re: Alternative Education (referred from November E.M.C. - 1984 10 30).

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Request to withdraw re: "4 over 5" Plan - Chris Jennings,
Kim McCulloch.
3. Report from the Officials re: Fifth Annual Career in Theatre Seminar and Third Annual Career In Music Seminar.
4. Report from the Officials re: Co-operative Education Proposal Non-Graduate Unemployed Youth.
5. Report of the Special Education Advisory Committee.

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Education Centre,
100 Main Street West,
Hamilton, Ontario.
1984 12 04

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

(a) That the Program Leader - Staff Development, attend the Level II Workshop in the use of the Myers-Briggs Type Indicator, to be held at Arlington, Virginia, Tuesday, 1985 02 05 to Friday, 1985 02 08, and that expenses be paid according to policy.

Superintendent of Curriculum and Special Services

(a) That the Supervisor of Physical and Health Education attend the "Health Education and Physical Activity: Strategies for Maintaining & Improving School Programs and Beyond Conference" to be held at Toronto, Friday, 1985 02 15, and that the registration fee of \$90 be paid.

(b) That one Computer Studies Consultant attend the "Computers in Education Conference" to be held at Montreal, Wednesday, 1984 12 12 to Friday, 1984 12 14, and that expenses be paid according to policy.

Associate Superintendent of Curriculum and Special Services

(a) That the Psycho-Educational Consultant for the Gifted, Psychological Services, attend the International Conference on Gifted Students to be held in Toronto from Thursday, 1985 05 09 to Saturday, 1985 05 11, and that \$160 be paid towards the cost of registration and expenses.

(b) That Mr. James Byron be appointed to the Special Education Advisory Committee as the representative of the Association for Bright Children, replacing Dr. Mark Nagler.

Respectfully submitted,

A. J. Krever,
Director of Education.

Minister of Education,
The House of Commons,
Ottawa, Ontario,
Canada.

The Minister of Education,
The House of Commons,
Ottawa, Ontario,
Canada.

Dear Sir:

REPLY

I have the honor to acknowledge the receipt of your letter of the 14th inst.

and in reply to inform you that the same has been forwarded to the appropriate authorities for their consideration. I am, Sir, very respectfully,
Yours faithfully,
The Minister of Education.

Enclosed for the Minister of Education are the following documents:

1. A copy of the report of the Committee on the Education of the Deaf, dated 1964.
2. A copy of the report of the Committee on the Education of the Blind, dated 1964.
3. A copy of the report of the Committee on the Education of the Physically Handicapped, dated 1964.

4. A copy of the report of the Committee on the Education of the Mentally Handicapped, dated 1964.
5. A copy of the report of the Committee on the Education of the Gifted, dated 1964.

Enclosed for the Minister of Education are the following documents:

1. A copy of the report of the Committee on the Education of the Deaf, dated 1964.
2. A copy of the report of the Committee on the Education of the Blind, dated 1964.
3. A copy of the report of the Committee on the Education of the Physically Handicapped, dated 1964.

4. A copy of the report of the Committee on the Education of the Mentally Handicapped, dated 1964.
5. A copy of the report of the Committee on the Education of the Gifted, dated 1964.

Respectfully,
The Minister of Education.

A. J. Brown,
Minister of Education.

REPORT OF THE

AFFIRMATIVE ACTION COMMITTEE

Present: Dr. H. Paikin (Chairman);
Trustees Cunningham, Deans, Di Ianni and McMurrich.

Also
Present: Trustees Bell, Clarke, Detwiler, Hicks, Mulholland, Van Horne and
Vine.

Officials
Present: Mr. A. J. Krever (Director of Education),
Mr. K. A. Rielly (Superintendent of Operations),
Miss S. Wilson (Personnel Assistant),
Mr. A. J. Molineux (Assistant to the Business Administrator).

GENERAL

1. That the Hamilton Board of Education adopt an affirmative action policy and program to establish, realize and monitor equal employment opportunities for men and women.
2. That this program encompass equal opportunities for preparation for advancement and an equal opportunity for appointment to all positions, including positions of added responsibility.
3. That the following definition of Affirmative Action be adopted by the Hamilton Board of Education: "A program of activities designed to establish, realize and monitor equal employment opportunities for men and women. The guiding principle of Affirmative Action is equal employment opportunity: a concept that includes equal pay for work of equal value, equal opportunity for advancement and promotion to all positions of responsibility, equal preparation for advancement, and appointment to positions of responsibility and authority."

Respectfully submitted,

Dr. H. Paikin,
Chairman.

Board Room,
1984 11 01

REPORT OF THE

SUPERVISED ALTERNATIVE LEARNING FOR EXCUSED PUPILS COMMITTEE

Present: Miss H. Detwiler (Chairman);
Trustees Clarke, Van Horne and Mulholland.

Officials

Present:

Mr. P. Beveridge (Associate Superintendent of Curriculum and Special Services)
Mr. A. J. Molineux (Assistant to the Business Administrator),
Mr. J. Yurkiw (Supervisor - Adjustment Services),
Mrs. J. Long (Special Needs Counsellor).

The Committee recommends:

GENERAL

- (a) That the annual report and statistical data for 1983-1984 of the Supervised Alternative Learning for Excused Pupils Committee be approved.
- (b) That regular monthly meetings of the SALEP sub-committee be scheduled and that this schedule be shared with the appropriate trustees, officials and community representatives.
- (c) That the roster of community representatives be expanded to include the following:
 - (i) Youth Employment Centre,
 - (ii) Probation Services.

Respectfully submitted,

Miss H. Detwiler,
Chairman.

Committee Room,
1984 11 26.

MEMORANDUM FOR THE RECORD

Subject: [Illegible]
Reference: [Illegible]

Date: [Illegible]
Page: [Illegible]

1. [Illegible]
2. [Illegible]
3. [Illegible]
4. [Illegible]
5. [Illegible]

The Committee has

CONCLUSION

- (a) [Illegible]
- (b) [Illegible]
- (c) [Illegible]

(d) [Illegible]
(e) [Illegible]

Respectfully submitted,

[Illegible Signature]
[Illegible Title]

Enclosure
1961 11 20

100 Main Street West
Hamilton, Ontario
1984 11 26

To the Chairman and Members
Supervised Alternative Learning
for Excused Pupils Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: ANNUAL REPORT, 1983-84

With the increasing emphasis on alternative programming for adolescents within the educational system, the Supervised Alternative Learning Program for Excused Pupils (formerly Early School Leaving) continues to be a critical resource to our schools and community agencies.

The number of students applying for SALEP this year totalled 63, equivalent to the 1982-83 school year. Of significance for 1983-84 is the increase of female applicants, 61% as compared to 41.5% in 1982-83.

The challenge of dealing with a more difficult group as a whole continues to require a more intensive, long-term (and, in some cases, therapeutic) 'life skills' approach. Providing these students with positive learning experiences, while offering consistent supervision and support, remains the principal task of the Special Needs Counsellor.

For the first time this year, SALEP students have become eligible for government wage subsidy programs. One pilot program in particular, the School/Work Arrangement, has encouraged employers to hire inexperienced youth with an incentive of 50% wage reimbursement. With the co-operation of the Youth Employment Centre, 8-9 students have been able to secure jobs since April as part of the program. It is expected that funding will be provided to continue the program for the coming school year.

The 1983-84 school year also brought with it new "ESL" legislation which necessitated implementation. Of the changes, of specific importance has been the name change, the issuing of regular progress reports (emphasizing the continuing responsibility of the schools) and the granting of credits.

On the recommendation of the SALEP Committee (1982-83), the Group Life Skills program was presented to the Alternative Education Program/School Committee as a proposal for incorporation into their program and was accepted as a valid alternative. However, lack of resources and space has prevented any further collaboration at this time.

Page 12 of 13

to the Commission on the
Department of the Interior
the Department of the Interior
the Department of the Interior

Page 12 of 13

The Commission on the Department of the Interior
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The Supervised Alternative Learning for Excused Pupils Program continues to play a prominent role in assisting the special needs adolescent. After five years, the program still remains a viable alternative to school for the compulsory school age student.

Recommendations

1. Regular monthly meetings be scheduled and that this schedule be shared with the appropriate trustees, officials and community representatives.

Rationale

- a) advance notice of scheduled meetings will allow subcommittee members to set aside time as required;
 - b) our concern has always been allowing students to work in advance of a committee hearing. Prescheduled dates may help avoid this.
2. Community Resources be expanded to include a representative from:
 - a) Youth Employment Centre
 - b) Probation Services

Prepared by: Jennifer S. Long, Special Needs Counsellor

Submitted by: Peter S. Beveridge
Associate Superintendent of Curriculum
and Special Services

Approved by: A. J. Krever
Director

rm

The following information is being furnished for your information and is not to be used for any other purpose. It is the property of the Government and is loaned to you for your use only. It is not to be distributed outside your agency without the express approval of the originating agency.

Classification

1. This document contains information that is exempt from release under the provisions of the Freedom of Information Act, 5 U.S.C. 552, and is classified "Confidential".

Exemption

2. This document is exempt from release under the provisions of the Freedom of Information Act, 5 U.S.C. 552, because it contains information that is exempt from release under the provisions of the Act. The exemption is based on the fact that the information is confidential and its release would be injurious to the national defense.

3. This document is exempt from release under the provisions of the Freedom of Information Act, 5 U.S.C. 552, because it contains information that is exempt from release under the provisions of the Act. The exemption is based on the fact that the information is confidential and its release would be injurious to the national defense.

Approved for Release by Special Agent in Charge

Classified by Special Agent in Charge
Exemption 1, 5 U.S.C. 552
and Exemption 3, 5 U.S.C. 552

Special Agent in Charge
Date

SUPERVISED ALTERNATIVE LEARNING FOR EXCUSED PUPILS

(SALEP)

STATISTICAL SUMMARY

1983-84

TOTAL NO. OF APPLICATIONS

63

(Both SALEP and Interim SALEP)

. No. of Applications NOT processed because of returns
to school, court proceedings, turning 16, etc. 10

APPROVED SALEP PROGRAMS

29

(Includes 3 program changes)

. No. with School Component 8

. part-time school 2
. evening school 1
. correspondence course 5

. No. with No School Component 21

. No. SALEP Programs Discontinued 20

. returned to school 0
. turned 16 17
. moved 1
. other 2

. No. who Lost Jobs (Discharged or terminated
because of lack of work) 14

APPROVED INTERIM SALEP PROGRAMS (LIFE SKILLS & JOB HUNT)

24

. No Developed Alternative 11

. With a Developed Alternative 13

. School Component 3

. evening school 1
. part-time day school 2

.../continued

Page 1

RESEARCH PROJECTS

1980-1981

10

RESEARCH PROJECTS

1980-1981

1. The purpose of this project is to determine the effect of the new curriculum on the students' learning.

20

RESEARCH PROJECTS

1980-1981

2. The purpose of this project is to determine the effect of the new curriculum on the students' learning.

3. The purpose of this project is to determine the effect of the new curriculum on the students' learning.

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RESEARCH PROJECTS

8. The purpose of this project is to determine the effect of the new curriculum on the students' learning.

9. The purpose of this project is to determine the effect of the new curriculum on the students' learning.

10. The purpose of this project is to determine the effect of the new curriculum on the students' learning.

11. The purpose of this project is to determine the effect of the new curriculum on the students' learning.

SUPERVISED ALTERNATIVE LEARNING FOR EXCUSED PUPILS (SALEP)
STATISTICAL SUMMARY, 1983-84

APPROVED INTERIM SALEP PROGRAMS .../continued

. No. Interim SALEP Programs Discontinued	18
. returned to school	6
. turned 16	5
. Attendance Review Committee (court)	3
. medical	4
. No. Not Approved for Interim SALEP (3 approved later)	4
. No. of Program Changes Reviewed by the Committee	7

TOTAL NO. OF STUDENTS SUPERVISED BY SPECIAL NEEDS COUNSELLOR

53

. No. of Compulsory school age students to be Reviewed in September, 1984	13
. No. of students who plan to return to school in September, 1984 (including those 16+)	21

THE UNIVERSITY OF CHICAGO PRESS

THE UNIVERSITY OF CHICAGO PRESS

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CHICAGO, ILLINOIS, U.S.A.

THE UNIVERSITY OF CHICAGO PRESS

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THE UNIVERSITY OF CHICAGO PRESS

SUPERVISED ALTERNATIVE LEARNING FOR EXCUSED PUPILS (SALEP)

1983-84

	14 YEARS OF AGE		15 YEARS OF AGE		TOTAL		TOTAL
	Boys	Girls	Boys	Girls	Boys	Girls	
1. No. of students on approved programs requiring part-time attendance at school	-	-	3	2	3	2	5
2. No. of students on approved programs including some formal education, such as night school or correspondence course(s)	-	-	3	4	3	4	7
3. No. of students on approved program with no school component required	2	2	10	20	12	22	34
4. SUBTOTAL: No. of students not attending full time day school (Add 1+3)	2	2	16	26	18	28	46
5. No. of students processed by SALEP Committee, but required to attend school full time	-	-	-	1	-	1	1
6. Total No. of Applications (Add 4+5)	2	2	16	27	18	29	47
PROGRAM ENROLLED IN AT TIME OF RELEASE							
A. Elementary School:	-	-	1	-	1	-	1
Gr. 7	-	-	-	3	1	3	3
Gr. 8	-	-	-	1	-	1	1
Other (GID)	-	-	-	-	-	-	-
B. Secondary School:	-	2	3	5	3	7	10
Cert. of Train. I	-	-	6	5	6	5	11
Cert. of Train. II	2	-	4	6	6	6	12
SSGD Yr. I	-	-	2	6	2	6	8
SSGD Yr. II	-	-	-	-	-	-	-
C. TOTAL OF A + B = #4 above No. of Students Not Attending Full Time School	2	2	16	26	18	28	46

1984 11 13

Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

RE: ELEMENTARY CORE FRENCH PROGRAM

A report was brought to the trustees in June, 1984, outlining the present status of the Core French Program. The administration has reviewed the Hamilton program in relation to Ministry directions, the Ontario perspective and the educational desirability and viability of the present and expanded Core French Program. As a result, it is recommended that the Board consider expanding the present program to include Grades 4 - 8. The enclosed report contains the background and rationale.

It is the intention of the administration to bring forward a recommendation to the January Education Management Committee meeting.

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ELEMENTARY CORE FRENCH PROGRAM: PRESENT AND FUTURE NEEDS

BACKGROUND

A report on the status of the Core French program in Hamilton was brought before the trustees in June, 1984. That report compared the scope and sequence of Hamilton's Core French program with the amount of instructional time currently being provided by surrounding boards of education. At that time the trustees were informed that the administration would be bringing forward, for their consideration, a recommendation to expand Hamilton's Core French program at the elementary level in keeping with Ministry of Education goals and the directions of O.S.I.S.

HAMILTON PROGRAM

The Core French program in Hamilton currently starts in grade 6 and provides 20 minutes of daily instruction through grades 6, 7 and 8. This is equal to 60 hours per year in each grade or a total of 180 hours by the end of grade 8. The amount of instructional time increases to 120 hours per year in secondary school with the result that students who started Core French in grade 6 will have accumulated a total of 780 hours (180 [elementary] plus 600 [secondary]) by the end of grade 13.

MINISTRY DIRECTIONS

Since 1977, the Ontario Ministry of Education has encouraged boards "to provide 40 minutes of instruction daily beginning in grade 4, or a total of 1 200 hours from the starting point of the French program to the final year of secondary school" (Policy/Program Memorandum No. 17). It is important to note that all boards in the province have been advised in O.S.I.S. (page 14) that "a range of times is provided for the 'second language' to provide time for school boards to work towards the objective of 120 hours per year in French as a second language in each of grades 7 and 8".

ONTARIO PERSPECTIVE

In keeping with this goal, a majority of boards in the province have increased the amount of instructional time for their Core French programs. For example, in 1983-1984:

- 112 of 131 boards started Core French in grade 4 or earlier;
- 82 out of 131 boards had 120 hours (40 minutes of instruction daily) in at least one elementary grade;
- 76 of 131 boards had initiated a sequence of 1 200 hours.

RATIONALE FOR EARLIER START FOR CORE FRENCH

Research conducted as a result of these expanded programs has started to show that "proficiency in the French language is in direct relationship to overall exposure (read 'time allocation') to French instruction" (Dr. Frances Morrisson, Review and Evaluation Bulletin Vol. 4, No. 4, 1983, Ontario Ministry of Education, Colloquium on French as a Second Language, page 42).

ISSUES SURROUNDING AN EXPANDED CORE FRENCH PROGRAM

ACHIEVEMENT

1. Is there any evidence that student achievement improves with an increase in accumulated hours of Core French instruction at the elementary level?

The York Region Core French Evaluation Project, conducted by O.I.S.E. in 1983, shows that students who study French over a longer period of time do better in French on the whole and feel more positive about it than students who experience a shorter sequence. In their conclusions, the researchers state: "While grade 8 students with 480 hours of French instruction do better in all areas than grade 4 students with the same amount of instruction, grade 8 students with 960 hours of French instruction comprehend and speak French better than grade 8 students with 480 hours of French instruction. We can infer from this that, although age may be a contributing factor, achievement improves with an increase in accumulated hours of French instruction." (pages 107-108)

OPTIMAL AGE

2. Is there an optimal age at which we should begin Core French instruction?

According to Dr. H. H. Stern (Prof. Emeritus, O.I.S.E.), no single optimal age has been identified. In a report to the Toronto Board of Education (Issues in Early Core French, 1982), Dr. Stern states that "the neurological arguments (of Penfield and Lenneberg) which in the 1950's and 1960's lent so much support to the critical-age hypothesis have evaporated" (page 9). More recent research (Schumann, 1975) suggests that younger children are "more open to the social and emotional influences of their language environment...and would accordingly be more receptive to a new language in the environment" (page 12). Krashen (1981) supports this point of view and suggests that "any special advantage to early language learning...might lie in the fact that young children can handle a new language as something to be acquired intuitively rather than learnt through self-conscious processes of study" (page 11).

TIME ALLOCATIONS

3. Which length of period is best?

In a report to the Toronto Board of Education (Issues in Early Core French, 1982), Dr. Stern states that "we cannot, in a dogmatic fashion, assert that a

APPENDIX

1. In order to determine the relative importance of the various factors in the determination of the rate of growth of the economy, it is necessary to consider the following factors: (a) the rate of growth of the population, (b) the rate of growth of the capital stock, (c) the rate of growth of the technology, and (d) the rate of growth of the efficiency of the economy. The rate of growth of the population is determined by the rate of birth and the rate of death. The rate of growth of the capital stock is determined by the rate of investment and the rate of depreciation. The rate of growth of the technology is determined by the rate of research and development. The rate of growth of the efficiency of the economy is determined by the rate of innovation and the rate of diffusion.

APPENDIX

2. In order to determine the relative importance of the various factors in the determination of the rate of growth of the economy, it is necessary to consider the following factors: (a) the rate of growth of the population, (b) the rate of growth of the capital stock, (c) the rate of growth of the technology, and (d) the rate of growth of the efficiency of the economy. The rate of growth of the population is determined by the rate of birth and the rate of death. The rate of growth of the capital stock is determined by the rate of investment and the rate of depreciation. The rate of growth of the technology is determined by the rate of research and development. The rate of growth of the efficiency of the economy is determined by the rate of innovation and the rate of diffusion.

APPENDIX

3. In order to determine the relative importance of the various factors in the determination of the rate of growth of the economy, it is necessary to consider the following factors: (a) the rate of growth of the population, (b) the rate of growth of the capital stock, (c) the rate of growth of the technology, and (d) the rate of growth of the efficiency of the economy. The rate of growth of the population is determined by the rate of birth and the rate of death. The rate of growth of the capital stock is determined by the rate of investment and the rate of depreciation. The rate of growth of the technology is determined by the rate of research and development. The rate of growth of the efficiency of the economy is determined by the rate of innovation and the rate of diffusion.

class of 20 minutes, 30 minutes or 40 minutes is either right or wrong. Several factors should come into consideration in deciding on time allocations...

- (a) in a Toronto setting, to all intents and purposes, French is available to most students only within the class period; therefore, too short a class period does not allow enough time for experimenting with, and using, the new language;
- (b) if a strong and diversified educational program of early Core French is to be provided, a time allowance of 30 or 40 minutes makes more sense than a minimal 15 or 20 minutes." (pages 77-78)

IMPACT ON OTHER PROGRAMS

4. What impact would there be on other curricula if Core French instruction were increased?

This is a concern expressed by many people, especially in regard to English and Mathematics. Experience in other boards has shown, however, that 40 minutes of daily Core French instruction can be accommodated successfully whether the program starts in the primary or junior division with no apparent effect on the development of skill and knowledge in English, Mathematics and the other subjects. The important factor would appear to be the creation of a timetable which takes the time required for Core French from several subject areas in small amounts rather than from one or two subjects alone.

PROFICIENCY

5. Has there been any study made comparing the proficiency of students with 1 200 hours of accumulated instruction to the proficiency of students with fewer background hours at the end of grade 13?

The Ontario Ministry of Education is not aware of any such comparison at the grade 13 level. However, research conducted by Dr. Frances Morrisson with grade 10 Core French students of the Ottawa and Carleton Boards of Education found that "on many tests at the same course level, students in the board with more hours in the Core program (i.e. Ottawa) have higher mean scores" (10th Annual Report, December 1983, Evaluation of the Extensions of the Second Language (French) Programs in the Schools of the Ottawa and Carleton Boards of Education).

**STARTING
POINT**

6. Why is it not advisable to increase instructional time in grade 8 as a first step, and then move downwards through the grades one year at a time to grade 4?

This plan appears logical in terms of administration and benefit to students already in the elementary Core French program. It would, however, delay the start of a sequence leading to 1 170 accumulated hours until 1989, and it would create relatively serious problems in terms of program and materials. Core French is the only subject in the curriculum for which the Ministry specifies the textbooks which may be used on the basis of background hours within the sequence. As the number of background hours increases, corresponding changes must be made in the sequential learning materials. Therefore, an increase in time in grade 8 would result in a change in program and materials in grade 9 the following year and in subsequent grades every year thereafter. As the hours increase and the program approaches the primary grades, there would be annual changes in program and materials in each of the following grades.

OPTIONS

The needs of our own students, circumstances affecting Core French in the province and Ministry directions and priorities make it appropriate for the trustees of the Board of Education for the City of Hamilton to consider at least four options at this time:

OPTION 1

Maintain the status quo; that is, 20 minutes of daily Core French instruction in grades 6, 7 and 8.

OPTION 2

Increase the amount of instructional time to 40 minutes daily in grades 7 and 8, commencing in September 1985 with grade 7

OPTION 3

Effective September 1985 start the Core French program in grade 4 with 30 minutes of daily instruction; in September 1986 continue the sequence in grade 5 with 40 minutes of daily instruction; in September 1987 provide 40 minutes daily in grade 6 and each ensuing year to and including grade 8.

OPTION 4

Combine Options 2 and 3 above.

Administration recommends Option 3.

Fuller explanation and the implications for Options 2, 3 and 4 follow on the next few pages.

PLANS NOTES:

The various additional staff calculations used in Options 2, 3 and 4 are, listed, as follows:

Academic Council has reviewed staffing needs relative to this set of options and indicates in light of qualifications of staff and the allocation of 3 additional staff through the contract that this programme can be implemented with approximately half of the number of additional teachers projected in these options.

NOTES

The results of our own studies, circumstances relating to the fact that the program was designed to be a pilot study and it was not possible to have the program in the field at the time of the study. The results of the study are presented in the following table.

Table 1. Results of the study. The results are presented in the following table.

Table 1

Table 2. Results of the study. The results are presented in the following table.

Table 2

Table 3. Results of the study. The results are presented in the following table.

Table 3

Table 4. Results of the study. The results are presented in the following table.

Table 4

Table 5. Results of the study. The results are presented in the following table.

OPTION 2

Increase the amount of instructional time for Core French to 40 minutes daily in grades 7 and 8, commencing September 1985 with grade 7.

Year			1985/86		1986/87	1987 → 1991/92
Grade			6	7	8	9 → 13
Minutes per Day			20	40	40	120 hours/year x 5 years = 600 hours
Accumulated Hours			0 → 60	60 → 180	180 → 300	300 + 600 = 900
Maximum Additional Staff			0	6.4	6.0	
Summary of Additional Staff Required				6.4	6.4 + 6.0 = 12.4	
PROGRAM	C	Staff/Year	\$241,900		\$225,600	
	O	Materials	10,000		20,000	
	S	Additional Grants	--		--	
	T	Net Additional Costs/Year	\$251,900		\$245,600	
	S	Total Annual Costs After Full Implementation =				

Rationale/Remarks

This option would:

- (a) create a sequence leading to 900 hours of accumulated instruction by the end of secondary school;
- (b) satisfy the directions of O.S.I.S. immediately;
- (c) require additional texts and materials in grades 7 and 8;
- (d) not increase Ministry grants until students reach grades 10 and 11.

PLEASE NOTE:

The maximum additional staff calculations used in Options 2, 3 and 4 are, indeed, maximum.

Academic Council has reviewed staffing needs relative to this set of options and indicates in light of qualifications of staff and the allocation of 3 additional staff through the contract that this programme can be implemented with approximately half of the number of additional teachers presented in these options.

OPTION 3

Effective September 1985, start the Core French Program in grade 4 with 30 minutes of daily instruction; in September 1986 continue the sequence in grade 5 with 40 minutes of daily instruction; in September 1987 provide 40 minutes daily in grade 6 and each ensuing year to and including grade 8.

Year		1985/86	1986/87	1987/88	1988/89	1989/90	1990 → 1994/85
Grade		4	5	6	7	8	9 → 13
Minutes per Day		30	40	40	40	40	120 hours per year x 5 years = 600 hours
Accumulated Hours		0 → 90	90 → 210	210 → 330	330 → 450	450 → 570	570 + 600 = 1 170
Maximum Additional Staff		8.3	10.7	6.1	5.9	5.7	
Summary of Additional /Staff Required		8.3	8.3 + 10.7 = 19.0	19.0 + 6.1 = 25.1	25.1 + 5.9 = 31.0	31.0 + 5.7 = 36.7	
C O S T S	Staff per Year	\$313,700	\$404,500	\$230,600	\$223,000	\$215,500	
	Mat-erials	22,300	21,400	27,200	25,600	24,900	
	Addt'l Grants	156,000	150,100	78,700	122,000	190,200	
	Net Addt'l Costs Per Year	\$180,000	\$275,800	\$179,100	\$126,600	\$50,200	
Total Annual Costs After Full Implementation =							\$693,300

Rationale/Remarks

This option would:

- start a sequence leading to 1 170 hours of accumulated instruction by the end of secondary school;
- begin to align the experience of Hamilton students with the Core French experience of the majority of students in the province;

(Rationale continued on Page 8)

- (a) State a separate heading for the name of the institution and the name of the person.
- (b) State in brief the experience of the person in the position, together with the name of the institution.

This option would:

Expenditures

Total Annual Costs After Full Implementation = 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(Rationale continued from Page 7)

- (c) allow a manageable development of program and materials. There would be start-up costs for new materials in grade 4 and in subsequent grades each year thereafter, but the present materials would continue to be used in grades 6, 7 and 8 until phased out by the new program in 1987, 1988 and 1989 respectively;
- (d) make the Hamilton Board immediately eligible for increased grants;
- (e) allow the possibility of introducing a late French Immersion program, should the Board so decide;
- (f) provide 40 minutes of Core French instruction daily in grades 7 and 8, as required in O.S.I.S, by 1988-1989.

Category	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91
Additional Staff						
Salary of Additional Staff						
Staff per Year						
Materials						
Non-staff Costs						
Other						
Total Annual Costs After Full Implementation						

Notes/Remarks

This option would:

- (a) initiate a program of 1.10 hours for students entering grade 4 and result in increased Ministry grants for these students;
- (b) satisfy the directions of O.S.I.S. immediately;
- (c) require no change in program in grades 7 and 8 - an interim change in 1985 and 1986 and a further change when the students who started in grade 4 reach those grades in 1987 and 1988.

1. The Commission reported that...

- (a) ...
- (b) ...
- (c) ...
- (d) ...
- (e) ...

OPTION 4

Combine options 2 and 3; that is, start the Core French sequence in grade 4 and increase instructional time to 40 minutes per day in grade 7 in September 1985; increase to 40 minutes per day in grade 5 and 8 in September 1986 and in grade 6 in September 1987.

P
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G
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A
M

Year	1985/86		1986/87		1987/88	1988/89	1989/90
Grade	4	7	5	8	6	7	8
Maximum Additional Staff	8.3	6.4	10.7	6.0	6.1		
Summary of Additional Staff Required	$8.3 + 6.4 = 14.7$		$14.7 + 10.7 + 6.0 = 31.4$		$31.4 + 6.1 = 37.5$		
C	Staff Per Year	\$313,700	\$241,900	\$404,500	\$225,600	\$230,600	
S	Materials	22,300	10,000	21,400	20,000	27,200	25,600 24,900
T	Additional Grants	156,000	--	150,100	--	78,700	122,000 190,200
S	Net Addt'l Costs Per Year	180,000	251,900	275,800	245,600	179,100	(96,400) (165,300)
Total Annual Costs After Full Implementation =		\$722,300					

Rationale/Remarks

This option would:

- initiate a sequence of 1 170 hours for students entering grade 4 and result in increased Ministry grants for these students;
- satisfy the directions of O.S.I.S. immediately;
- require two changes in program in grades 7 and 8 - an interim change in 1985 and 1986 and a further change when the students who started in grade 4 reach these grades in 1988 and 1989.

Summary of results for the 1955-56 season. The total number of students enrolled in the program was 1,200. The total number of students who completed the program was 800. The total number of students who dropped out of the program was 400. The total number of students who were transferred to other programs was 100. The total number of students who were transferred to other programs was 100.

Year	1955-56		1956-57		1957-58		1958-59		1959-60	
	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed
1955-56	1,200	800	1,200	800	1,200	800	1,200	800	1,200	800
1956-57	1,200	800	1,200	800	1,200	800	1,200	800	1,200	800
1957-58	1,200	800	1,200	800	1,200	800	1,200	800	1,200	800
1958-59	1,200	800	1,200	800	1,200	800	1,200	800	1,200	800
1959-60	1,200	800	1,200	800	1,200	800	1,200	800	1,200	800
Total	6,000	4,000	6,000	4,000	6,000	4,000	6,000	4,000	6,000	4,000

Summary of results for the 1955-56 season

- (1) The total number of students enrolled in the program was 1,200.
- (2) The total number of students who completed the program was 800.
- (3) The total number of students who dropped out of the program was 400.
- (4) The total number of students who were transferred to other programs was 100.
- (5) The total number of students who were transferred to other programs was 100.

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1984 11 14

To the Chairman and Members,
The Education Management Committee,
The Board of Education for the
City of Hamilton,
Hamilton, Ontario.

Ladies and Gentlemen:

At the 1984 10 30 E.M.C. meeting, a report entitled Compensatory Education was presented. Attached is further material which is designed to be studied along with the original report.

Prepared and Submitted by:
D. Rothwell, Area Superintendent of Education.

Approved by:
A. J. Krever, Director of Education.

Attach.

British Library
96, Euston Road
London, N.W.1
Date 11.11.66

To the Director and Librarian,
The British Museum Library,
The British Museum, London, W.C.1
City of London.
Dear Sir,
Reference, please.

Yours faithfully,
[Signature]

At the time of the above, I was working at the British Library
and was responsible for the collection of books for the library.
I am now working at the British Library and am responsible for the collection of books for the library.

I am now working at the British Library and am responsible for the collection of books for the library.
I am now working at the British Library and am responsible for the collection of books for the library.

Yours faithfully,
[Signature]

Yours faithfully,
[Signature]

ADDENDUM TO REPORT PRESENTED TO 84-10-30 E.M.C.

In order to present further clarification of the Compensatory Education report, two issues are addressed in this paper.

Concern was expressed that there may be some problem relative to the implementation of the recommendations insofar as a September, 1985 deadline is concerned. A study of the document will point out that recommendations #1 through 3 (as well as "Action by Administration" which is found on page #18 of the report) should not be affected.

Recommendation #4 reads as follows:

4. (a) That once the schools exhibiting the greatest need for additional educational support have been identified by means of Rec. #1, the officials study this information with a view to making both staffing and budgetary recommendations to commence in September, 1985 and
- (b) That such recommendations incorporate the following areas:
- (i) the schools to be identified in compensatory education planning
 - (ii) the disposition of the status presently afforded the eight E.N.O.C. schools
 - (iii) the allocation and re-allocation of budgetary funds
 - (iv) the allocation of staff, both administrative and teaching
 - (v) the consideration of all aspects relating to compensatory education which are outcomes of all actions and recommendations related to this study.

.....Reference - p #10

It is understood and accepted by administration that full implementation of staffing and budgetary recommendations would not be possible until the Board had deliberated whatever package is brought to it. As the recommendation states, this would not be possible until all studies recommended in the report had been completed and forwarded to the officials for study. In effect, this would probably mean that full implementation of a compensatory education program in the primary/junior divisions would not take place until September, 1986.

This does not negate, however, the possibility of effecting certain changes in September, 1985 which may well serve as a preliminary step to a more substantial implementation at a later date. Such changes could include the following:

- (i) the identification of schools requiring additional support
- (ii) recommendations concerning the nourishment fund
- (iii) a thorough investigation as to the status of schools presently classified as E.N.O.C. schools
- (iv) the allocation of staff, both administrative and teaching
- (v) the provision of effective in-service for personnel involved in the identified schools
- (vi) the introduction of in-school programs designed to involve parents in the most effective manner

A second issue tabled during discussions at the 84 10 30 E.M.C. meeting concerned the many and varied social issues which inhibit the teaching/learning process in a number of Hamilton schools. Among such issues were included the following:

- concern over those children who are receiving inadequate nourishment and the subsequent impediments this creates insofar as meaningful learning is concerned.
- concern relative to the inadequacy of clothing of a number of children
- concern that there are insufficient opportunities for principals/teachers to fully comprehend the home environment of many children
- the need to look at the education in a positive manner since many parents continue to look to the school for support
- the need for the school system to be the advocate for change within the community
- concern over the 16 to 20 year olds who have limited or no skills

It is evident that schools on their own cannot correct all of the social ills. Yet there are actions which could be initiated by our Board and which could impact directly on the children with whom the report deals.

Inadequate nourishment, especially of the very young children, cannot help but impede both school performance and academic learning. It is expected that this area will be addressed through the work of the committee proposed under #4 of "Actions by Administration". There are effective parenting programs presently operating in some of our schools which address the issue of nourishment as one of the program's components. An example of this will be dealt with later in this report.

School personnel are concerned with the adequacy of the clothing of some of the children but there are limitations as to how effective the school can be in addressing this situation. Local service clubs and church groups make available funds to the schools and such services are well known to school principals. Again, parenting programs can be of some assistance in this regard.

The full report places heavy emphasis on in-service programs for principals and teachers. As a component of such in-service, the necessity of improved families with the community in general and the students' homes in particular must be addressed. Such emphasis is already present in many of our schools and can be found in the school administration's aims and objectives for the year.

There is no question that many parents continue to look to the school as a source of support. Public relations is one of the Director's stated priorities for 1984-85 and programs concerned with this area can be found in every school within our system. Again, this area will be dealt with later in the report. Parents do not want their children to show disrespect to the teacher or to fight in the school yard. Immediate response to unacceptable behaviour is needed and the consequences must be dictated by the situation. "A new sociology of education recognizes the need for expanded student services to deal with special problems of youngsters living in low-income urban communities" (Phi Delta Kappan, April 1981, p# 566).

Certainly, to some degree, the school can be an advocate for social change within the community. Earlier comments substantiate this and school personnel continually reach out to the community in the hope of effecting some change. Any compensatory education plan must look at the role of the school in the community and the impact that it might have relative to social change.

The report does not address the needs of the sixteen to twenty year olds who are attempting to survive in our community with few or no skills. Once an effective compensatory education is in operation in a number of our junior elementary schools, it would seem to follow that the needs of the middle school should be addressed. It would be hoped that one of the outcomes of addressing the needs of those children in the Junior Kindergarten to Grade Eight schools would be a reduction in the number of young people who cease formal schooling when they turn sixteen or shortly thereafter.

Through the efforts of dedicated principals, teachers and consultants, strides have been made in our efforts to involve parents in an effective manner. There have been carefully planned activities, designed to encourage such parental involvement. Following is an article from "The Apple" which outlines one such program which operated in one of our schools during the 1983-84 school year.

WORKSHOPS FOR KINDERGARTEN PARENTS

The parents of the Junior and Senior Kindergarten children at King George School participated in two Make-and-Take Workshops. A math workshop held on Tuesday April 26th was followed by a language workshop on Tuesday. The activities took place in the lunchroom in the basement of the school. The children in the lunch programme decorated the room to make it attractive for the occasion. Baby-sitting was provided in the J.K. playroom and was supervised by a parent volunteer assisted by student helpers.

Early in the fall, we approached Olga Hencher with our idea and she willingly agreed to assist us. Olga met with us in January for a brainstorming session, and this was followed by several lunch hour planning meetings.

Materials were scrounged, begged and collected from various sources. Parent volunteers and student volunteers helped to prepare the necessary materials. A total of \$17.00 was spent on the workshops and this included the coffee which was provided at each session. School funds covered this amount. When you realize there were four classes involved, the amount was certainly minimal. One of our objectives was to show the parents how they could assist their children's development by utilizing materials commonly available around home.

Flyers were sent out the week before each workshop advertising a "fun-filled afternoon with games, ideas and free materials". It really did prove to be fun-filled for everyone. We were delighted to see the ingenuity shown by some of the parents, and were extremely pleased with the interaction which took place among them.

Each session was held in the afternoon from 2.00 to 3.45 p.m., and began with a short introduction by Olga. Each teacher spent a few minutes explaining the various games and activities and how they could be adapted to the child's level of development. It was emphasized that these materials should not become a part of the child's "toy box". The parents were encouraged to use those games and materials during a special time set aside for the parent and child.

Parent attendance was excellent the first week, and increased the second week. This was mainly due to word of mouth from parents who attended the first session. The parents were enthusiastic and asked if they could come back to finish activities they had not been able to complete. A third session was arranged for this purpose and was run by one of the parents.

We feel that this proved to be a valuable and worthwhile experience for the parents, and created a feeling of partnership between the teachers and parents. We were aware that a project of this nature would require a great deal of our personal time. However, the positive reaction of the parents has assured us that it was time well spent.

* * * * *

This year one area has embarked upon a plan entitled Promotion of Parental/Community Attitudes About Schools which has been designed to encourage the kind of things which proved to be so successful at King George School. This is only one example of what the Compensatory Education Report will use as a part of the overall plan to provide the best possible opportunities for the children in our schools with special needs.

Prepared and Submitted by:
S. J. Smith, Area Superintendent of Education

Approved by:

As the 1964-65 S.E.C. meeting was the 1964-65 Special S.E.C. meeting a report entitled Compensatory Education was presented. Attached are the recommendations which were included with the report.

Prepared and Submitted by:

S. J. Smith, Area Superintendent of Education

Approved by:

S. J. Smith, Director of Education

Attachment

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1984 12 04

To the Chairman and Members,
The Education Management Committee,
The Board of Education for the
City of Hamilton,
Hamilton, Ontario.

Ladies and Gentlemen:

At the 1984 10 30 E.M.C. meeting and the 1984 11 14 Special E.M.C. meeting a report entitled Compensatory Education was presented. Attached are the recommendations which were included with the report.

Prepared and Submitted by:
D. Rothwell, Area Superintendent of Education.

Approved by:
A. J. Krever, Director of Education,

Attach.

RECOMMENDATIONS

- 1 -

1. That the Research Services Department conduct "A Study of Weighting Factors for the Identification of Schools Requiring Additional Educational Support" during the 1984-85 school year.

.....Reference - p # 16

2. That the Superintendent of Curriculum and Special Services initiate a study to provide effective in-service for teachers and administrators in schools identified by the Research Services Department's study (i.e. Rec. #1), such in-service to take place late in the 1984-85 school year and early in the 1985-86 school year.

.....Reference - p # 16

3. That two social workers (i.e. B.S.W.) be employed in schools identified to be in need of additional educational support for the 1985-86 school year, on a pilot program basis, such appointments to be subject to review prior to June, 1986.

.....Reference - p # 3, 15

4. (a) That once the schools exhibiting the greatest need for additional educational support have been identified by means of Rec. #1, the officials study this information with a view to making both staffing and budgetary recommendations to commence in September, 1985 and

- (b) That such recommendations incorporate the following areas:
 - (i) the schools to be identified in compensatory education planning
 - (ii) the disposition of the status presently afforded the eight E.N.O.C. schools
 - (iii) the allocation and re-allocation of budgetary funds
 - (iv) the allocation of staff, both administrative and teaching
 - (v) the consideration of all aspects relating to compensatory education which are outcomes of all actions and recommendations related to this study.

.....Reference - p #10

1984 11 22

Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

RE: HIGHVIEW BRIEF

The Director's Accommodation Committee has reviewed the submission from the Highview Review and Analysis Committee and has responded in the following pages. As a result of this analysis, the administration supports the original recommendation to the Board that this school be closed, effective September 1985.

It is, therefore, recommended:

1. That Highview school be closed, effective September, 1985.
2. That students from Highview be permitted to attend neighbouring schools.

Prepared by: The Director's Accommodation Committee

Submitted by: A. J. Krever,
Director of Education

Approved by: Senior Management

Response to the Highview Brief

The following comments are intended to address the CONCLUSIONS section of the October, 1984, Highview Brief.

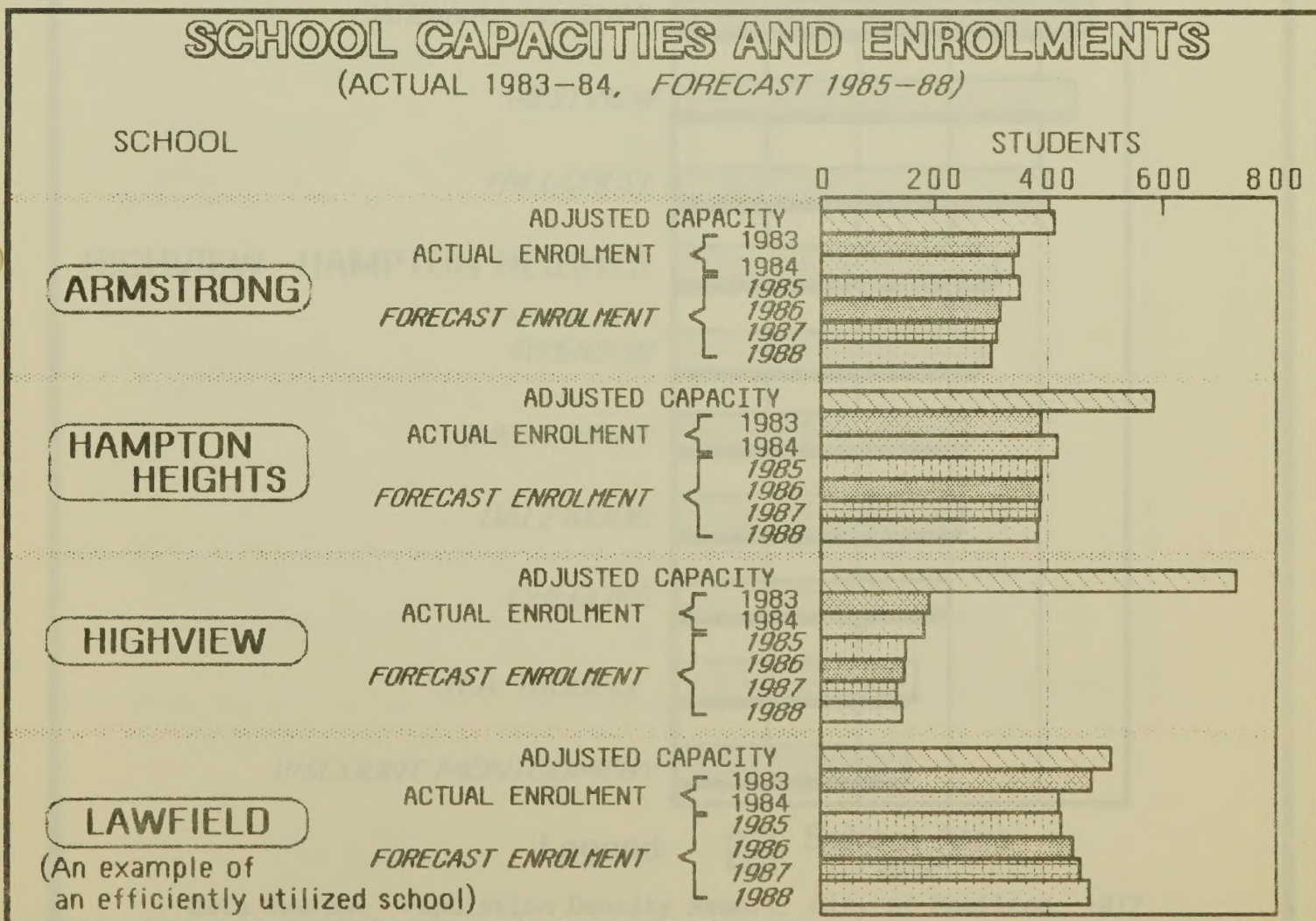
1. Middle Schools (also known as Senior Schools) were developed to deliver an increased degree of subject specialization. It is at this level that family studies, industrial arts and instrumental music are introduced. It is at this level also, that the requirements of an increasingly complex program are met by specialized staff for science, history and geography. The Middle School is additionally, intended to offer a full variety of cultural, social and sports-oriented, co-curricular activities.

The degree to which Highview at the present review point of 174 students (and forecast to fall to 147 next September) can accomplish these objectives is reduced significantly because of the very small number of pupils at each grade level.

2. According to the map on Page 4, both G. L. Armstrong and Hampton Heights can accommodate more students. According to the "School Capacities and Enrolments" graph below, the entire enrolment of Highview could be placed in Hampton Heights next September and for the foreseeable future. In addition, room exists at G. L. Armstrong for those students who live near the northwest corner of the Highview boundary.

SCHOOL CAPACITIES AND ENROLMENTS

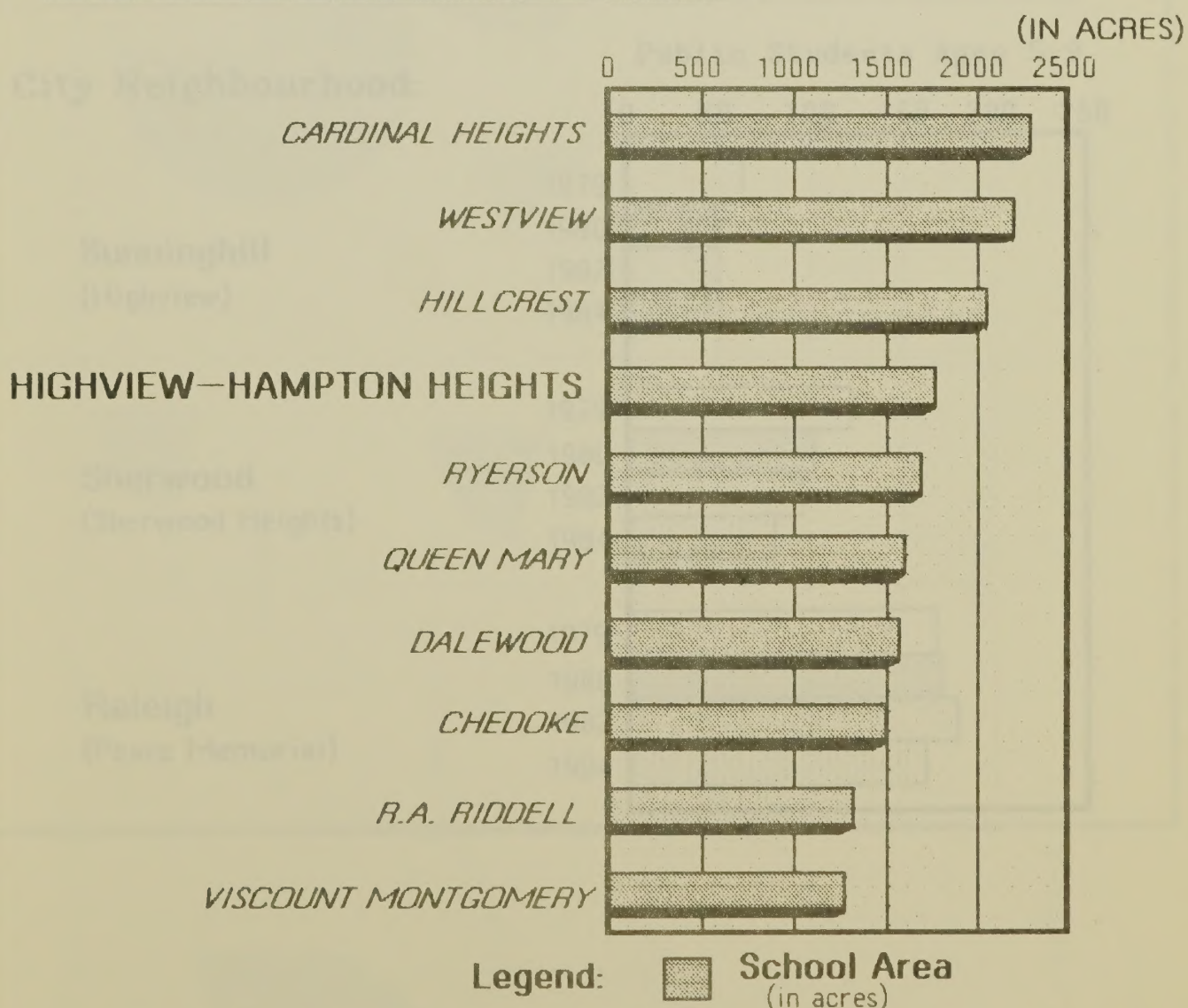
(ACTUAL 1983-84, FORECAST 1985-88)



3. G. L. Armstrong and Hampton Heights also have their standard and specialized classrooms well utilized. Both schools provide wide opportunities for choice in both the homeroom situation and in the area of program selection. In Hampton Heights, for example, there are 13-14 regular classes, 10-12 specialized subject/interest classrooms, plus library, special education rooms, etc. G. L. Armstrong compares favourably with the wide-ranging opportunities found at Hampton Heights.
4. The following graph, entitled "Ten Largest Areas Served by Senior Elementary Schools," addresses the comments about the geographical area that would be created if Hampton Heights and Highview enrolment areas were combined.

TEN LARGEST AREAS SERVED BY SENIOR ELEMENTARY SCHOOLS

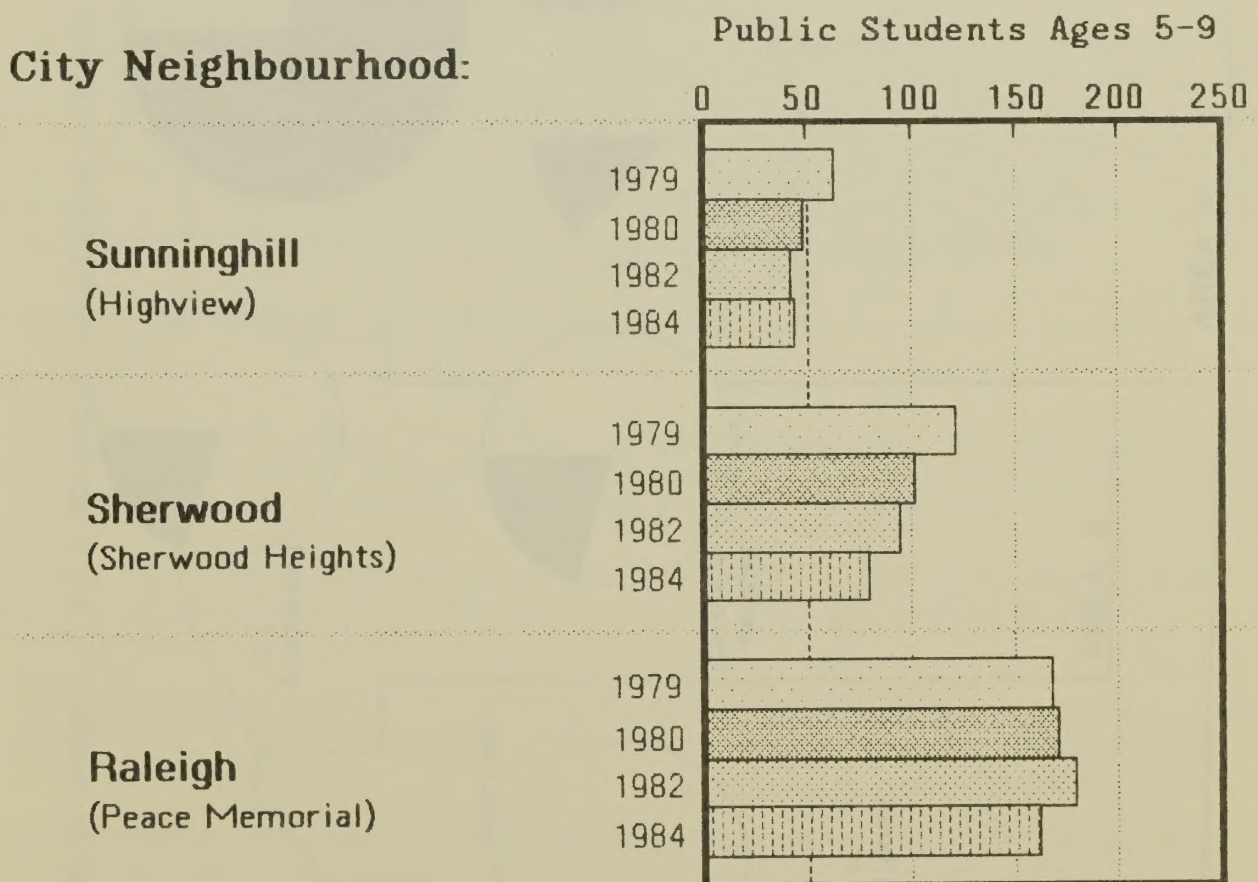
SEPTEMBER, 1984



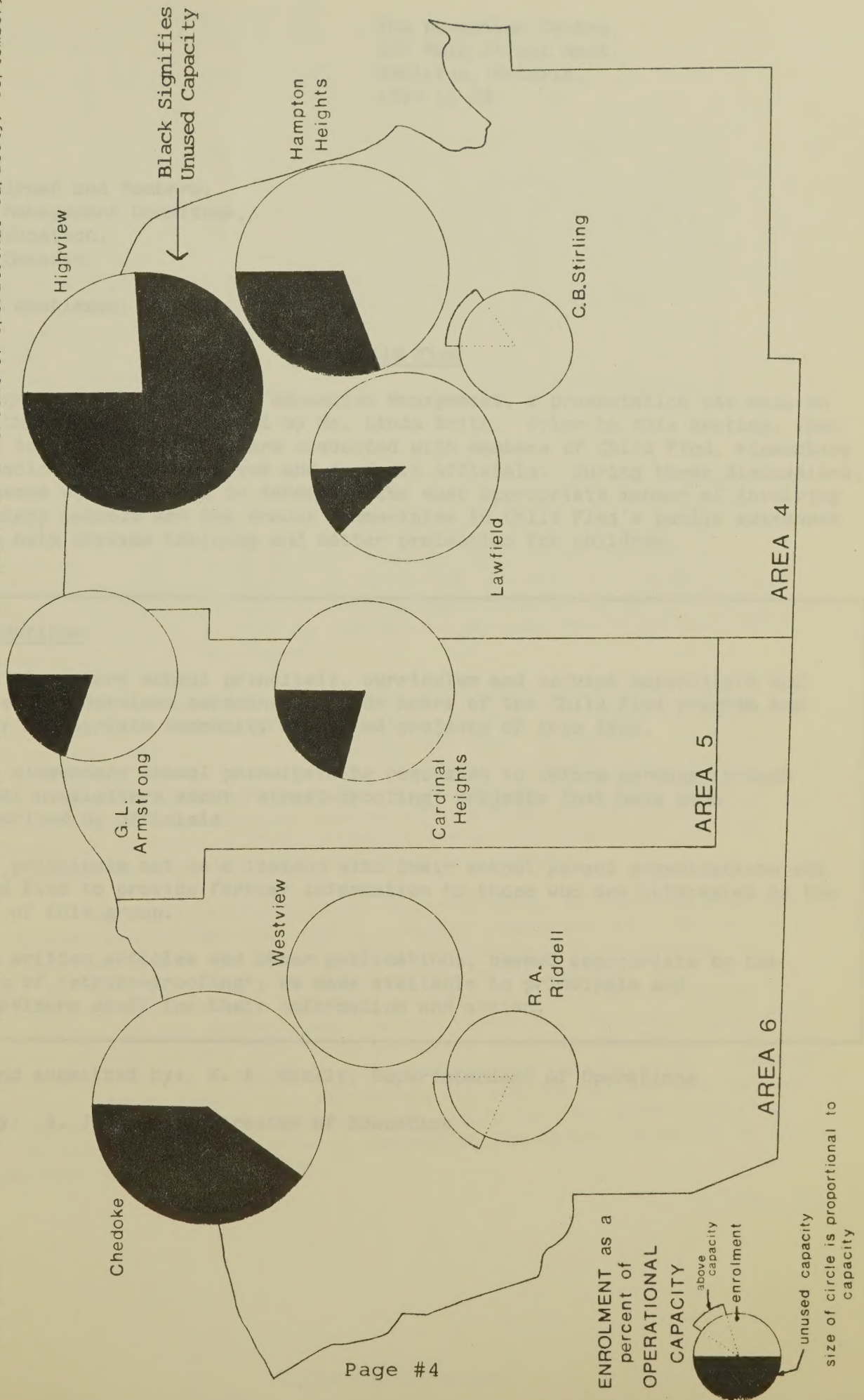
Data Source: Population Density Report, City of Hamilton, 1972

5. It is true that Highview could comfortably accommodate a Middle School. However, the feeder schools are providing insufficient numbers to support a viable Middle School organization. Some other solution would be required to meet this need if Highview were to be retained as a Middle School.
6. Under a system consolidation policy, Highview could be an important link serving the needs of the east section of the upper city. The following graph, showing the numbers of public school support students, ages 5 to 9, in the Northeast Mountain neighbourhoods, serves to illustrate the need to bring pupils from outside the immediate area if Highview is to remain a viable school.

**NORTHEAST MOUNTAIN:
PUBLIC SCHOOL SUPPORT STUDENTS by City Neighbourhood
(Within 5-9 Age Group)**



Proportional Circles Showing Enrolment in Grades 6, 7 and 8 and Special Education as a Percent of Operational Capacity, September, 1984



The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1984 11 28.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

Re: Child Find

At the November Meeting of Education Management, a presentation was made on behalf of Child Find Incorporated by Ms. Linda Britt. Prior to this meeting, then subsequent to it, discussions were conducted with members of Child Find, elementary school principal representatives and academic officials. During these discussions, ways and means were explored to determine the most appropriate manner of involving our elementary schools and the school communities in Child Find's public awareness program to help provide training and better protection for children.

Recommendations:

1. That elementary school principals, curriculum and service supervisors and Adjustment Services personnel be made aware of the Child Find program and other appropriate community sponsored projects of this type.
2. That elementary school principals be requested to inform parents through school newsletters about "street-proofing" projects that have been authorized by officials.
3. That principals act as a liaison with their school parent organizations and Child Find to provide further information to those who are interested in the work of this group.
4. That written articles and other publications, deemed appropriate to the topic of "street-proofing", be made available to principals and supervisory staff for their information and action.

Prepared and submitted by: K. A. Rielly, Superintendent of Operations

Approved by: A. J. Krever, Director of Education

PS The Social Planning & Research Council

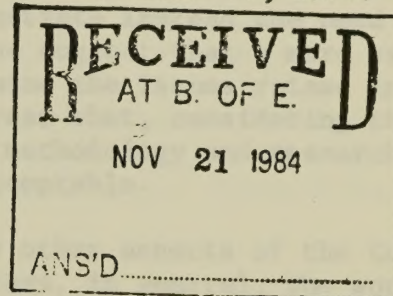
of Hamilton and District

155 James St. S., Suite 602, Hamilton, Ont. L8P 3A4

Telephone: 522-1148

November 13, 1984.

Members,
Board of Education Management Committee,
c/o Board of Education for the City of
Hamilton,
Box 558,
Hamilton, Ontario.
L8N 3L1



Dear Members:

I am writing on behalf of the Social Planning and Research Council of Hamilton and District. As there have been some questions raised recently as to the role of the S.P.R.C. in relation to the study carried out in the summer of 1984 known as the "Social Impacts of Neighbourhood School Closures", I would like to take this opportunity to further clarify the Council's involvement with the research report. However, I would first like to outline the service the Council provides to community groups in general.

The Social Planning and Research Council is a United Way agency that provides information, organizational and technical assistance to many community groups seeking that type of support. We often act as consultants to community groups by providing technical assistance in areas concerning research. We aid groups in problem identification, research development, methodology, design and implementation. Planning and problem-solving of social issues are activities that we also engage in co-operatively with community groups.

Our consultation with Mr. Richard Godin, Mr. Mark Amorosi and Mr. Robert Rossini was provided in a manner consistent with the above-mentioned services. We were specifically involved in critiquing the draft of the questionnaire utilized in the study and also assisted in dealing with the numerous technical problems involved in developing a methodology for pro-active social impact research. The acknowledgements section of the report, then, does correctly identify the Council for its contribution to the development of a methodology for the study. However, the final report itself, its statements and conclusions are the work of the project team alone. Unfortunately, owing to time constraints, we, at the Council, were not able to comment on the report presented to the Committee on October 30, 1984.

cont'd.../2

After receiving a copy of the report, we, too, reported our concerns revolving around several issues, as did members of the Management Committee. We expressed these concerns to Mr. Godin in a written letter prior to his presentation to the Committee. These concerns do not totally discount the research findings. They demonstrate instead the need for a fuller analysis of the current work and also suggest that a more extensive study be undertaken to more thoroughly examine the issues raised in this initial research. I would also like to stress that, considering the time frame and the purpose of the research, the methodology and research techniques employed were, in our estimation, acceptable.

I would be pleased to clarify any other aspects of the Council's involvement with the researchers or to discuss, in general, the work of the Council with any member of the Committee at his or her convenience.

Yours sincerely,

Jody Orr

(Ms.) Jody Orr,
Executive Director.

JO:sk

That this report be received for information.

Prepared by: G. Jackson, Supervisor, Research Services

Submitted by: E. G. McFague, Superintendent, Curriculum and Special Services

Approved by: A. J. Kraver, Director of Education

To The Chairman and Members,
The Education Management Committee,
The Board of Education for the
City of Hamilton.

Ladies and Gentlemen:

RE: REVIEW OF "A SOCIAL IMPACT ASSESSMENT OF THE SCHOOL CLOSURE PROCESS:
HAMILTON, ONTARIO.

- D. Musella,
M. Wahlstrom, O.I.S.E.

Upon request of the Director, the Supervisor of Research Services contracted with Dr. Wahlstrom, who in turn involved Dr. D. Musella, the Ontario Institute for Studies in Education to evaluate the report prepared by Mr. Richard Godin on behalf of the C.N.S.

The O.I.S.E. researchers' analysis is attached for your information.

The summary provided by Dr. Wahlstrom to Mr. Jackson in his 1984 11 26 cover letter for the report in the opinion of the Administration is significant:

"Casual explanations presented about the influence of school closure seems unwarranted and generally should be regarded as speculation rather than conclusions derived from the data of the study. Procedures for grouping various data cells appear to be intended for the purpose of offering preconceived conclusions rather than for reporting results from empirical data. As Prof. Musella indicates, many data sets could have interpretations in direct contrast to those reported. Further, the affective language used to present conclusions seems to be beyond the nature of the data and raises many questions about the impartiality of statement presented."

Should the trustees so decide, administration would support further research in cooperation with appropriate community resources such as the Social Planning Council or researchers such as could be provided through O.I.S.E.

It is respectfully recommended:

That this report be received for information.

Prepared by: O. Jackson, Supervisor, Research Services

Submitted by: C. G. W. McKague, Superintendent, Curriculum and Special Services

Approved by: A. J. Krever, Director of Education

The Ontario Institute for Studies in Education

252 Bloor Street West, Toronto, Ontario M5S 1V6 Tel. 923-6641

Educational Evaluation Centre

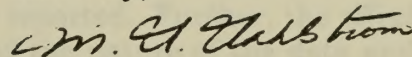
26 November 1984

Mr. O.A. Jackson, Supervisor
Research Services Department
The Board of Education for the City of Hamilton
100 Main Street West
P.O. Box 558
Hamilton, Ontario
L8N 3L1

Dear Owen:

A review of "A Social Impact Assessment of the School Closure Process: Hamilton, Ontario" is attached. The report was prepared by Prof. D. Musella (Dept. of Educational Administration) and myself (cross-appointed to Dept. of Curriculum, Dept. of Measurement, Evaluation and Computer Applications, and Educational Evaluation Centre).

Sincerely,



M. Wahlstrom
Associate Professor

c.c. Don Musella

26 November 1984

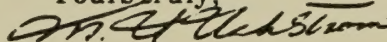
Mr. O.A. Jackson, Supervisor
Research Services Department
The Board of Education for the City of Hamilton
100 Main Street West
P.O. Box 558
Hamilton, Ontario
L8N 3L1

Dear Owen:

As requested, we submit a critical review of the report from the perspective of educational researchers. Whereas we find the general methodology adequate in approach, many of the details reported are clearly inadequate. Further, it is very apparent in reading the report that the authors appear to interpret the data "their way" which is not in keeping with results presented from the study. Lack of information about the volunteers and their own personal views seems to be an area that raises many concerns about their objective perceptions on the issues examined. Causal explanations presented about the influence of school closure seems unwarranted and generally should be regarded as speculation rather than conclusions derived from the data of the study. Procedures for grouping various data cells appear to be intended for the purpose of offering preconceived conclusions rather than for reporting results from empirical data. As Prof. Musella indicates, many data sets could have interpretations in direct contrast to those reported. Further, the affective language used to present conclusions seems to be beyond the nature of the data and raises many questions about the impartiality of statements presented.

Should you wish further clarification, please so indicate the sections and issues and I will respond accordingly.

Yours truly,



M. Wahlstrom
Associate Professor

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Part One

Introduction

Mr. Jackson, Supervisor, Research Services Department, Hamilton Board, contacted Prof. Wahlstrom regarding his willingness to write a review of the methodology used in the report submitted to the Board. During a telephone conversation, and later in a letter, concerns about the report were discussed and issues raised. Because many of the apparent problems were presented to Wahlstrom, it did not seem reasonable that he would be regarded as an independent assessor of the interpretations and conclusions presented in the report. Accordingly, Wahlstrom decided to seek the assistance of Prof. Musella to prepare a report without being informed of the general background and apparent issues raised by the Hamilton Board staff.

Part Two contains a summary statement prepared by Prof. Musella.

The report was prepared following a request by the Hamilton Board to provide a critical review from the general perspective of educational researchers. Although regarded by the reviewers as a sensitive undertaking, given the apparent political nature of school closure, we accepted the assignment as we believe it is imperative to provide empirical evidence to facilitate credible policy decisions. We agree with the authors of the report that few systematic studies of this nature have been conducted and that further studies are desired to assess the social impact of school closings. As well, however, a systematic analysis of the questions raised and perceived outcomes should be assessed by persons with a background in economics to determine a relative comparison of, for example, perceived property value vs actual as assessed within the current economic climate.

Methodology

The qualifications of the authors appear impressive for conducting the study and the general methodology appears reasonable and adequate, especially if one acknowledges that minimal time was available at a rather poor point in time during the calendar year. Although the authors would seem to have extensive background in sampling theory, there are many instances in the report where documentation is inadequate. The quota of 5 "others" for a sample of 20 appears from the reviewers' work to be an inadequate probability stratified sample if one examines the study from the perspective of a representative sample. There are no details in the report to indicate how the use of random number assignment was used to facilitate representative sampling. For example, on page 8 they report assignment of a sampling frame of names per block and then selecting every N^{th} name. There is no evidence, as recommended in sampling theory, that a random number (from one to N) was used to select the first name and then to select each N^{th} name subsequently. The adequacy or representativeness of sampling is not described as usually reported in such studies. Thus, there is no evidence in the report to state how adequately the sample is representative of the stated population. The lack of documentation is further reinforced by such comments on page 8 where they report that "various streets were arbitrarily selected." From the reviewers' perspective, the greatest methodological deficiency is in lack of documentation on sampling. Thus, any analyses and associated results must represent the selected sample and cannot, without additional information, be regarded as a statement for the described population based

upon statistical inference.

To the authors' credit, they do not use statistical tests to draw conclusions between the various results but this appears to be lack of confidence in their data for application of such procedures. However, when one starts with a design that incorporates sampling procedures in order to derive inferences about the population, it comes as a definite surprise that statistical tests were not used to establish statistically significant differences between the groups and cells of the data base. Lack of follow-through methodology is apparent in this regard. The data base did provide an opportunity to relate variables by such techniques as correlations and two-way tables but there was no evidence that any serious data analysis was attempted.

Various questions can be raised about the quality of the sample and the use of different procedures to obtain data, e.g., interviews for parents, but telephone calls to others, resulting, respectively, in 30 min. to 2 hr. personal interviews and 10 to 30 min. telephone interviews. Time, resources, and the summer months used to conduct the study were indeed limiting conditions.

A reasonable training program for volunteers was apparent and use of a pilot study was appropriate. In brief, there are many questions that can be raised (as with any study) and serve as limitations. However, the authors seemed relatively competent and used reasonable methodology subject to qualifications reported in the following sections. Comments in this section are not intended as a review of conclusions reported but focus primarily on the methods used to conduct the study.

Pretest

We note that this was the first reference to time (mid-June) in an explicit way. It would have been appropriate in the introduction to document time-of-year explicitly as this has apparent inferences for when the data was gathered and subsequently how it was interpreted--i.e. the context is extremely important. Development of the questionnaire, interview procedures, training of volunteers, revision of the questions and a pilot study (pretesting) appear systematic and credible in approach for this type of study.

Reference to O.S.R. cards and "it appeared a significant number of repeats were prevalent among students experiencing a school closure" appears to suggest a conclusion. Whereas we understand that there was a perceived problem of "failure or repeats", one cannot conclude that this was different for the receiving schools regular students in comparison to those children who had transferred from "closed-schools". The question can be answered by assembling available empirical data and perhaps could be a question of interest to the Board at a later time. Comments about "significant number of repeats" must be interpreted within the context of similar schools and not as a conclusion about the detrimental aspects of school closures. It is desirable to raise such questions based upon speculation but care must be taken to avoid representing such perceived observations as conclusions. It is appropriate to attempt good questionnaire development and revision based on insights via inspection of records but conclusions must be based upon data rather than perceptions.

Characteristics of the Sample

Documentation is reasonable on the basic description of parents. However, it is unusual to report a majority by inclusion of two non-adjacent data cells. The report on p. 12 has "majority of "others" between the ages of 25 to 34 years (35.5%) and 45 to 54 years (25%)" but does not reference 35-44 years (20%) which when included with the 25 to 34 years would have a majority of 55% for the years 25-44. This is but one example of the apparent arbitrary manner in which data have been manipulated in an unusual manner. The inadequate representation of summary data, unusual interpretations, and non-existent data analysis leaves a very poor impression when read from a methodological perspective.

Although not commented upon previously, it was of interest to note that only one child was considered for each parent in the interview. Because of the number of parents reporting three children in the family, it would seem likely that more than one child from a family would be affected by school closure. Thus, was a systematic procedure used to select the representative child from each family or, in fact, was there only one child involved from each family regarding school closure?

Quality of Education

Parents reported that the quality of education was perceived to be higher (17.8%), remained constant (60.0%) or lower (21.1%). Given that the "higher" and "lower" percentages are essentially the same (in terms of statistical considerations), the reviewers agree with the authors of the report that "Whether or not the quality of education has increased or decreased is impossible for us to assess." Apparent reference to a Board statement on quality would seem to indicate that the relative quality of education within a school selected for closure would apparently be less than the relative quality within the receiving school. The conclusion in the report makes apparent reference to the absolute quality of education being attained/offered in the receiving school in comparison to the one being closed. Inferences and interpretation are apparent from both perspectives and the relative components and merits could initiate much discussion. How one should interpret "maintaining quality" vs "increasing quality" in contrast to an assumed decline in quality when schools become too small is an issue for relative interpretation at this time. The general conclusion from the study results is that the Board has maintained "quality of education" by school closure and, in balance, has not allowed a decline in quality (implicit inference) by having programs and schools with small enrollments.

In terms of the case study approach of the study, it would be of interest to persons less informed about the specific schools to have a section on "characteristics of schools"--both those being closed and those receiving students--for a full context within which to review and interpret the results of the study.

Whereas reference was made to Board policy, no summary statement was available to the reader of the report. Thus, at least a summary description of the schools, the neighborhoods, and Board policy should have been incorporated.

Neighborhood Identity

Two issues could be examined in this section. First, the concept of neighborhood may require some development on the part of educators as this is relative in terms of where and how schools were initially located. Secondly, whether schools were perceived as a center of activity was reported yes by parents (60%) and others (47.4%). However, the converse, no, was, respectively 40% and 52.6%. Given the relatively small sample (and without conducting a formal statistical test), it is very likely that such differences of response are not statistically different. Further detailed analyses of the data are warranted if the conclusion (statistically speaking) is of paramount interest. The inference regarding how the "school was not properly fulfilling its role as a center" is beyond the data presented and is subject to interpretation of practice and policy on this issue. Assessment of the proper role of a school as a center of activity (especially within the context of educational programs) is certainly a matter of policy and needs examination by the Board.

Information on volunteerism is interesting within the context presented because one could assume some parents could have had the opportunity to volunteer in closed schools over a period of approximately twelve years whereas the opportunity was only available from one to four years for some parents in the new receiving school. Thus, greater understanding and opportunity should have been examined regarding volunteerism because there are significant other variables that could lead to reasonable explanations of decrease in activity of this nature. More information is required prior to making a definitive statement on this issue--including the relative policy and practice of the various principals in the schools. From our experience, the influence of the principal makes a substantial difference and the increase of both parents being gainfully employed in Canadian society in recent years could well influence such results. Hence, the causal effect of school closure alone seems insufficient for a definitive conclusion as the assembled data was largely of a descriptive nature.

In terms of vandalism, school records and police information could be used to verify the nature and extent of the perceptions recorded in the study.

Property Values and Home Location

About half (parents 48.9%; others 55.0%) felt their property values had remained unaffected. Various comments are made about perceived property values being affected (negatively affected: 1/4 of parents and 1/7 others) which could, in part, be assessed by real estate sales over the past five years while taking into account the general relative decline of enhanced property values over the past four years. If one considers that 1/7 of "others" have a realistic opinion of perceived property values (in strict financial terms), it would seem that parents' perceived value of property is perhaps inflated by their higher priority on being near a school. Thus, parents may place an increased value on being close to a school but it appears that a similar "quality of residence" would have a very similar market value for the general population who may not regard distance to a school as a significant consideration in purchasing a residence.

Child's Ability to Adapt

Ability to Adapt Academically. This is a complex issue as noted in the report. As noted in an early comment, perceptions often focus on the behavior or outcome of interest. Thus, it comes as no surprise that the relative percentage of students repeating grades is similar in all schools. It is to the authors' credit that they report the data as assembled. A general contaminating factor in relation to grades is that frequently grades will decline as a child moves through the system. That is, grades in primary are generally, in absolute value, higher than those in grades 7 and 8. Further, and this is no credit to education, students frequently report less interest in school as they progress through the grades.

We would view the data, for purposes of drawing conclusions and making significant policy decisions, in this section as largely perception that should be examined systematically by an analysis of school records. We speculate that differences reported for children from schools being closed would not differ from a random sample, or indeed even the Board population, in such manner as to reveal significant differences. Whereas data gathered based on perceptions are important, we suspect that a systematic study using empirical data would not see the children being disadvantaged who are required to change schools, especially when viewed within the context of grading systems at each grade level and within the context of attitudes toward school in different grade levels. Such an analysis and confirmation of these speculations could easily be assessed by a study within the Board based upon empirical evidence.

Ability to Adapt Socially. This is a more difficult area to assess by objective means. It is well known that friendship patterns of young children can change markedly within a week or a month. Thus, a more systematic examination of this issue could be examined by sociometric techniques to reveal social status and apparent relative social position within a class. Data from parents on this topic would seem to be very distant from the child's perception and thus should be assessed by more systematic procedures using student data. A systematic study of schools to be closed in 1985 could be used to assess relative student changes over an eighteen-month period. In the report, special circumstances seem to be related to Bell Cairn and these could be investigated if deemed to be a significant concern.

Ability to Adapt Emotionally. Comments noted in previous sections are equally relevant here. Explanations due primarily to school closure would appear unwarranted at this stage as many of the reported changes in children do happen as they pass through the various developmental stages. The data should have been analyzed within the context of developmental stages rather than treated as a single global unit. A parallel study of children and parents' perceptions from schools not closed would, we believe, reveal similar difficulties as children enter new grades and become older. However, our comments are primarily speculative and should be reviewed by the Board psychologist and perhaps a specialist in early childhood development. A more systematic study needs to be conducted using a comparison group to provide causal results leading to better substantiated conclusions.

Safety

Documentation, conclusions and comments appear as descriptive with adequate interpretation.

Inconvenience

The report appears adequate in representation.

Impressions of the Hamilton Board of Education

Data from perceptions is tabulated according to the responses and presented in descriptive format. The methodology on assembling such data appears adequate. One could comment on the "total picture" needed for operation of the Board, but we leave this for the proper authorities--trustees and administration.

Awareness and Interest in the School Closure Issue

Comments from above section apply here.

Summary and Conclusions (within the report)

Rather than comment upon this section, and because we are aware that this is a sensitive report dealing primarily with perceptions (that at times will not be changed by representation of factual data however systematically and objectively assembled), we recommend strongly that interested persons initially not read the summary section but take the time and effort to read the rather short report and examine the data presented. We have taken the attitude from a research perspective that it was our job to examine the detailed material in each section and present our report based on that analysis.

Part Two

<u>Page number</u>	<u>Comment</u>
7	Need more data on the geographic and/or school areas; why such a large percentage of people moved (34%); is this a transient area; did most of the moves come from one school area.
10 par. 5	Reference to questionnaire in Appendix B; there is none with this manuscript.
14	My following comment applies to several other sections: <u>the wording could be reversed to indicate a more supportive result</u> ; e.g., "a large majority (79%) perceive children receiving as good or better education" (my words). ←
18	I could again reverse the wording: "three quarters of the participants in the study did not think property values were affected."
20 par. 1	Again, a sort of bias by emphasizing the decline; I can reword this: "70 to 80% experienced no change or an increase".
20 par. 3	I could support these results with another reason by saying that we can expect a decline in interest in many students as they go through the elementary school.
20 par. 2	Researcher shows little background information on students in thinking that a lot of students repeated grades because of closing of schools and transferring to another.
21	What does "disturbed" mean in this context when 81.1% reported no difficulty. No evidence to convince me that parents can relate these student conditions to school closing; further, such a small percentage is probably not significant at the school unit level.
22	Data misleading unless one knows the percentage for each school. Last sentence misleading no data to support it.
24 par. 2	No previous data on children having difficulties with other children when <u>walking to the closed school</u> .
24 par. 3	What does this mean: "not able to take part"?
28	Questions 90-93 not in the appendix.
28 line 3	Shows bias in the wording.

- 31 par. 2 Shows bias in the wording.
- 35 par. 3 Bias reporting, misuse of the word significant.
- 37 par. 4 What does this mean: "They are certainly experiencing the brunt of the costs"; what evidence to support this.
- 43 #27 Why no response category for "same".
- 53 Does the average parent understand this letter; did this letter influence the sample such that we have a stratified sample; does this correlate with the large percentage who voted.

General comments

Was there an attempt to categorize the data by schools and by different periods since closing; what are we losing by analyzing all the schools together?

The failure to correlate any of the data has raised a lot of questions and increased my suspicions about the validity of the data.

Finally, perhaps the bias is called for by the type of responses received during the interview, however, it does read as if the writers are starting from a set position (that school closings are bad if done the way they were done in Hamilton). This perhaps is related to the lack of data on volunteers--who were these people and why did they volunteer.

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1984 11 27.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART II

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That Mr. Charles S. Boecker be appointed to the position of Acting Principal of an Elementary School, effective 1985 01 01.

(b) That Mrs. Jacquie E. Diverty be appointed to the position of Acting Vice-Principal of an Elementary School, effective 1985 01 01.

(c) That Miss Jane Beyer be appointed to the Probationary Staff, effective 1985 01 01, with salary according to schedule.

(d) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Mr. Charles Buttle, 1984 10 23 to 1984 11 23

Mrs. Wilma Duncan, 1984 11 16 to 1985 03 29

Miss Marcia Kelso, 1984 10 30 to 1984 12 21

Mrs. Elaine Panting, 1984 11 05 to 1984 04 26

Miss Linda Paradis, 1984 11 07 to 1985 03 29

Miss Joanne Salis, 1984 10 09 to 1984 11 16

Mrs. Judith Sutton, 1985 01 07 to 1985 05 03 (.5)

Mrs. Lindsey Zablocki, 1984 11 19 to 1985 06 28

(e) That the appointments of the following teachers to the Occasional Staff, approved at previous meetings, be changed to become effective as shown:

Mrs. Joyce Collins, 1984 09 06 to 1984 10 19

Mrs. Hope Leon, 1984 09 13 to 1984 10 19 (full-time)
1984 10 22 to 1984 11 02 (half-time)

(f) That the following teachers be returned from Leave of Absence and assigned teaching duties, effective 1984 12 03:

Mrs. Linda Kapoor

Mrs. Jane Wolfenberg

(g) That the following teachers be returned from Leave of Absence and assigned teaching duties, effective 1985 01 01:

Mrs. Linda Charko (.5)

Mrs. Janice Courtemanche (.5)

Mrs. Jean Dingwall

Mrs. Judith Taylor (.5)

(h) That Mrs. Peppy Tew be returned from Leave of Absence and assigned teaching duties, effective 1985 01 21.

(i) That the request of Ms. Karen Logan for an Adoption Leave, effective 1984 10 31 until 1984 12 31, be granted.

(j) That the requests of the following teachers for Maternal Leaves of Absence, effective as shown, be granted in accordance with conditions governing Maternal Leave:

Ms. Janet Bard, 1985 01 07 to 1985 05 03

Mrs. Dorothy L. Johnson, 1985 02 01 to 1985 05 31

Mrs. Jessie E. LaCombe, 1985 01 07 to 1985 05 03

Mrs. Teresa M. Law, 1985 03 25 to 1985 06 28

Mrs. Ruth Pearson, 1984 11 27 to 1985 03 15

Mrs. Gerri Staples, 1985 01 21 to 1985 05 20

Mrs. Pamela Tuff, 1985 01 07 to 1985 02 22

(k) That the request of Mrs. Mary Anne Ewer for a Maternal Leave of Absence, effective 1985 01 07 to 1985 05 03, be granted in accordance with conditions governing Maternal Leave and that this Leave be followed by a Leave of Absence for Parental Reasons until 1985 08 31.

(l) That the Maternal Leaves of Absence granted to the following teachers at previous meetings be changed to become effective as shown:

Mrs. Cathy Court, 1984 11 06 to 1985 04 26 (Maternal and Parental)

Mrs. Brenda Stewart, 1984 12 01 to 1985 03 29

(m) That the requests of the following teachers for Personal Leaves of Absence, effective as shown, be granted:

Mrs. Iris Berryman, 1985 01 01 to 1985 08 31

Mrs. Diane Danko, 1985 01 01 to 1985 12 31

Mrs. Susan Kalbfleisch, 1985 02 01 to 1985 08 31

(n) That the Leave of Absence for Health Reasons, granted to Mr. Norval Redpath at the November Meeting, effective 1984 10 24 (p.m.), be rescinded.

(o) That the resignations of the following teachers, effective 1984 12 31, be accepted with regret:

Mrs. Roberta Jorey

Mrs. Maryann Reed

(p) That the resignation of Mr. Orval Reynolds, Principal, who is retiring on superannuation, effective 1984 12 31, be accepted with regret, and that he be considered for gratuity in accordance with the Board's plan.

(q) That the following teachers' timetables be changed as shown, effective 1985 01 01:

Miss Donna Edington, from 1.0 to .4

Mrs. Carol Phillips, from .5 to 1.0

Superintendent of Curriculum and Special Services:

(a) That one teacher attend the "Mastering Stress for Teachers' Conference" to be held at Toronto, Friday, 1984 12 14, and that the registration fee of \$165.00 be paid.

(b) That one principal attend the "National Association of Elementary School Principals' Annual Conference" to be held at Denver, Colorado, Saturday, 1984 03 30 to Wednesday, 1984 04 03, and that expenses be paid according to policy.

(c) That the action of the Superintendent of Curriculum and Special Services in permitting one teacher to attend "Suicide - A Practical Workshop for Care Providers Workshop" at the Education Centre, Wednesday, 1984 11 28 morning, and that the registration fee of \$10.00 be paid, be approved.

(d) That one teacher attend the "Assessing School Climate and Culture Conference" to be held at Toronto, Thursday, 1985 02 07, and that the the registration fee of \$100.00 be paid. (Staff Development)

Associate Superintendent of Curriculum and Special Services

(a) That one teacher attend the conference "Reading For The Love of It" to be held in Toronto, Thursday, 1985 02 14 and Friday, 1985 02 15, and that \$85 be paid towards the cost of registration and expenses.

(b) That one teacher attend the Reading '85 conference to be held in Toronto, Friday, 1985 02 22, and that \$70 be paid towards the cost of registration and expense

Respectfully submitted,

A. J. Krever,
Director of Education.

:ss

REPORT OF THE

COMMITTEE TO STUDY THE FUTURE OF FRENCH IMMERSION

Present: Mrs. L. Vine (Chairman);
Trustees Detwiler, McMurrich and Mulholland.

Also

Present: Trustees Clarke, Kennedy and Van Horne.

Officials

Present: Mr. A. J. Krever (Director of Education),
Mr. J. Penner (Deputy Business Administrator),
Mr. C. McKague (Superintendent of Curriculum & Special Services),
Mr. R. Kennedy (Area Superintendent),
Mr. J. C. Hill (Supervisor, Languages),
Mrs. L. Lefebvre-Brejak (Consultant, French Immersion),
Mr. J. W. Reid (Principal),
Mr. O. A. Burlanette (Principal).

The Committee recommends:

PART II

- (a) That the French immersion program be offered at each of Earl Kitchener, Pauline Johnson, A. M. Cunningham, G. R. Allan and Peace Memorial, and that the total kindergarten enrolment not exceed 250.

Respectfully submitted,

Mrs. L. Vine,
Chairman.

Committee Room,
1984 11 06.

Respectfully submitted,

Dr. Harry Falkin,

Chairman.

Committee Room,
1984 11 06.

REPORT OF THE

TRAINABLE RETARDED CHILDREN'S ADVISORY COMMITTEE

Present: Dr. H. Paikin (Chairman),
Trustees Mulholland and Rogers, Mrs. Jensen, Drs. Jacobs and Morris.

Also

Present: Trustees Baskin and Kennedy.

Officials Present: Mr. P. Beveridge (Associate Superintendent of Curriculum & Special Services)
Mr. A. J. Molineux (Assistant to the Business Administrator).
Miss W. McLaren (Consultant - Special Education)

The Committee recommends:

PART II

- (a) That an ad hoc Program Advisory Committee of the Trainable Retarded Children's Advisory Committee be established to review and to advise relative to the goals, the curriculum and the learning environment of the programs for the trainable retarded. This committee shall consist of no more than 5 members; of which at least one shall be from the administrative staff, one trustee and 3 members from the community at large to be appointed by the Chairman of the Trainable Retarded Children's Advisory Committee and that this ad hoc committee shall report back to the Trainable Retarded Children's Advisory Committee by September, 1985.
- (b) That the members extend to Dr. Harry Paikin their appreciation for the efficient and courteous manner in which the business of the committee has been conducted in the past year.

Respectfully submitted,

Dr. Harry Paikin,

Chairman.

Committee Room,
1984 11 26.

REPORT OF THE

SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Mrs. M. Baskin (Chairman);
Trustee Mulholland; Mesdames Airth, Bishop, Christianson, Masters and
Tilbury; Messrs. Byron, Desmarais and McHenry; Dr. Rosenbaum.

Also

Present: Trustee Van Horne;
Mr. J. Bilney, Ministry of Education.

Officials

Present: Mr. J. Penner (Deputy Business Administrator),
Mr. P. Beveridge (Associate Superintendent of Curriculum & Special
Services),
Mr. B. Adams (Supervisor, Special Education),
Mr. J. Yurkiw (Supervisor, Adjustment Services),
Mrs. E. Pease (Administrative Assistant to the Director).

The Committee recommends:

PART II

- (a) That the Hamilton Board of Education fully implement the Board's Plan for The Development of Comprehensive Special Education Programs and Services for 1985 for Elementary Schools (one additional Learning Resource Teacher and a total of eleven teacher reallocations - seven from Reading Assistance to the Learning Resource Teacher Program and four from Enrichment to the Gifted Program).
- (b) That the members of the Special Education Advisory Committee extend to Mrs. Marjorie Baskin their appreciation for the courteous and efficient manner in which she conducted the business of the committee in the past year.

Respectfully submitted,

Mrs. M. Baskin,
Chairman.

Committee Room,
1984 11 28.

Reviewed and Submitted by:
S. Entwistle, Area Superintendent of Education.

Approved by:
A. J. Brewster, Director of Education.

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1984 10 30

To The Chairman and Members,
Education Management Committee,
The Board of Education for the
City of Hamilton,
100 Main Street West,
Hamilton, Ontario.

Ladies and Gentlemen:

RE: Alternative Education Program/School (Alter-Ed.)

A progress report presented to the July, 1984 E.M.C. meeting was designed to bring trustees up-to-date relative to the program being offered at Alter-Ed. As well, the report suggested recommendations which would be presented to the Board in the fall of 1984. Further information, along with specific recommendations is presented in this report for the consideration of the trustees.

Prepared and Submitted by:
D. Rothwell, Area Superintendent of Education.

Approved by:
A. J. Krever, Director of Education.

BACKGROUND:

Alter-Ed. has now been in operation for two years, six months. During that time progress reports have been presented to the Board on a regular basis whereby the trustees have been kept up-to-date on the program and the changes which have continually taken place.

By the end of the 1983-84 school year, we had a staff comprised of a program leader, three teachers, a part-time secretary and nearly sixty students. There has been no change this September though it would be safe to say that should facilities have allowed, we may have considered expansion to seventy students and four teachers.

Admission procedures have been refined to the point that though originally established to assist in the selection of candidates, the process has now become very valuable for purposes of program orientation as well.

Perhaps the most important change introduced this year is that of the modular structure of the year's program. Originally, the school was divided into four nine-week modules, thereby allowing four entry points for prospective students and providing for the possibility of accumulating four times two or eight credits during a full school year. Statistics point out that at the present time most of the students are earning fewer than eight credits per year. Although this is partially a result of the many and varied social/emotional problems exhibited by the students, it would appear that the present structure serves to compound their difficulties. The nine weeks suggested for credit completion in two subjects seem to be too condensed. Students unaccustomed to self-motivation tend to fall behind rapidly and become discouraged. By lengthening the module, it is felt that more students will be able to experience the kind of academic accomplishment that will build the confidence needed for further success. Students who are able to develop self-motivation and self-direction will still be able to earn eight credits in a year. The flexibility, the individual courses and the number of hours available to students for academic work promote this possibility.

The division of the year into three modules will lessen the amount of administration time required, thereby allowing for even more pupil-teacher contact. It is felt strongly that this will result in more of the necessary time needed to develop the sense of community which is such a vital part of the program.

At present, the process of continuous intake is being examined. The new structure is seen as an intermediate step which will allow for a combination of regularized intake and continuous intake. Such flexibility will give our secondary schools more access to Alter-Ed. and thus the system's needs will be able to be more adequately served.

CHANGE IN COMMITTEE STRUCTURE:

Until June, 1984 a steering committee under the chairmanship of the area superintendent charged with the responsibility of operating the program assisted Alter-Ed. Because of the necessity of addressing both curricula concerns and liaison elements, two committees are now operating. The steering committee has been disbanded and in its place a "Planning Committee" is operating. Representation on this committee includes the following:

- Trustee
- Program Leader (plus staff)
- Supervisor of Curriculum and Instruction
- Supervisor of Adjustment Services
- Principal/Vice Principal of Composite Secondary School
- Guidance Supervisor/Staff Assistant
- Gifted/Enrichment Consultant
- Co-operative Education Representative
- Superintendent of Curriculum and Special Services
- Area Superintendent (Chairman)

In order to deal with feeder school liaison and student identification, a "Liaison Committee" has also been formed. Composition of this committee includes the following:

- Program Leader (Chairman)
- Alter- Ed. Staff
- One Representative from each Composite Secondary School (vice-principal or guidance department)

It is hoped that this new structure will meet the needs of the program more adequately. In order to make the system more aware of what Alter-Ed. has to offer, presentations have already been made at professional activity days and to committees within the system.

REGISTRATIONS/RETIREMENTS

Past reports have given some statistical data relative to registrations and retirements. Appendix I contains a summary of the full two years (1982-83 and 1983-84).

ACADEMIC ACHIEVEMENT:

The success of the program cannot be measured by academic achievement alone. Such data must not be examined in isolation, rather it becomes more meaningful when considered as a part of the total growth and development of each individual. Having said this, it must be recognized that this is the only objective data which is available. Information concerning credits accumulated is contained in Appendix II. Included with this information are the facts relative to the success rate of students returning to composite secondary schools from Alter-Ed. It is the sincere belief of the staff that this data, though general in nature, does demonstrate that significant academic gains are being made by students at Alter-Ed.

PERCEPTION OF STUDENTS:

Appendix III contains a report compiled by the Research Services Department which deals with the perceptions of the Alter-Ed. students. It is included in order that trustees might receive information from a source not always tapped in an evaluation process.

DESTINATION OF 1983-84 ALTER-ED. STUDENTS:

At July's E.M.C. meeting, it was specifically asked "if members could receive background on some students who have passed through the alternative education system when the report comes back to the committee" (84 07 13, Education Management part 1). The following data has been compiled with this request in mind.

Total No. of Students During 1983-84 School Year.....102

No. of students who:

(i) returned to composite secondary school, Sept. 84.....	14
(ii) went directly to employment.....	10
(iii) seeking employment.....	2
(iv) returned to Alter-Ed. in Sept., 1984 (from June).....	28
(v) at home.....	5
(vi) moved out-of-town.....	6
(vii) involved at Katimavik.....	2
(viii) graduated.....	3
(ix) upgrading at Mohawk.....	3
(x) hairdressing school.....	1
(xi) returned to Alter-Ed. (left prior to June).....	6
(xii) transferred to composite secondary school during year.....	7
(xiii) incarceration.....	1
(xiv) unknown.....	14

TOTAL. 102

FUTURE NEEDS:

The needs of alternative education in Hamilton have been addressed by the former Steering Committee, the present Planning Committee, the Liaison Committee and have been discussed at professional activity day workshops. Throughout its existence, the program has been monitored carefully and developed in a sound, educational manner. At the same time, innovations have been welcomed and some creative thinking has resulted in the provision of a very worthwhile addition to the educational services being offered by the Board of Education for the City of Hamilton. There is little doubt that there is now a need to consider expansion of the program.

Statistics clearly point out the following:

- (i) the need for further student places
- (ii) the proximity problem now facing certain schools and, consequently, the need for a site located below the escarpment
- (iii) the need for further course offerings which can only be achieved through additional staff (teachers in both locations would be interchangeable on a modular basis in order to maximize the number of courses available at both locations)
- (iv) the possible need for a location above the escarpment which offers more space than is presently available

RECOMMENDATIONS:

It is recommended:

1. That an alternative education program/school be established below the escarpment, such accommodation to be able to house up to 70 students, and that the program begin operation no later than 1985 09 01.
2. *That administration and staffing considerations for the alternative education program/school be identical to those presently in operation at Alter-Ed.
3. That the Director's Accommodation Committee investigate other facilities located above the escarpment should there be a need for further expansion for the 1985-86 school year.

* (i) One program leader (outside staff-student ratio)

(ii) Staff-student ratio as at present (1:17.5 as in Collective Agreement)

APPENDIX I

1982-1983

STATISTICS

REFERRING SCHOOLS

SCHOOL	MODULE ONE	MODULE TWO	MODULE THREE	MODULE FOUR
A	3	2	3	3
B	3	2	3	4
C	1	1	3	1
D	2	2	6	6
E	2	3	2	3
F	1	2	2	3
G	5	6	14	10
H	2	2	2	2
I	3	4	2	2
J	3	5	3	5
K	1	1	0	0
Sub-total	28	30	40	39
Cool School	0	1	1	2
Separate	0	2	2	1
Vocational	1	0	1	2
Workforce	0	0	1	2
Out-town	2	3	4	4
Sub-total	3	6	9	11
TOTAL	31	36	49	50

APPENDIX I

STATISTICS

1982-1983

AGE AND SEX

AGES	MODULE ONE	MODULE TWO	MODULE THREE	MODULE FOUR
13	3	3	3	2
14	5	10	8	13
15	11	11	19	14
16	9	8	10	9
17	2	3	2	7
18	1	1	7	4
19				1
20				
SEX	MODULE ONE	MODULE TWO	MODULE THREE	MODULE FOUR
M	12	18	27	27
F	19	18	32	23
TOTAL	31	36	49	50

APPENDIX I

1983-1984

STATISTICS

REFERRING SCHOOLS

SCHOOL	MODULE ONE	MODULE TWO	MODULE THREE	MODULE FOUR
A	5	7	8	9
B	1	1	2	3
C	1	1	0	0
D	4	2	3	4
E	3	2	2	3
F	1	2	4	4
G	8	6	5	9
H	0	2	3	3
I	0	0	1	2
J	5	10	11	7
K	3	4	7	6
Sub-total	31	37	46	50
Cool School	3	2	2	1
Vocational	2	1	1	1
Out-Province	0	1	1	1
Out-Town	3	1	4	7
Out-School	5	8	1	0
Workforce		1		
Sub-total	13	14	8	10
TOTAL	44	51	54	60

APPENDIX I

1983-1984

STATISTICS

AGE AND SEX

AGES	MODULE ONE				MODULE TWO				MODULE THREE				MODULE FOUR		
	M	F	T		M	F	T		M	F	T		M	F	T
13															
14									1		1		1	3	4
15	1	4	5		3	6	9		3	6	9		1	7	9
16	11	5	16		6	6	12		4	6	10		8	6	14
17	5	5	0		7	8	15		6	7	13		5	8	13
18	4	4	8		5	5	10		5	7	12		6	4	10
19	1	2	3		0	2	2		1	3	4		3	1	4
20	1	1	2		3	0	3		4	0	4		4	2	6
21															
22									1		1		1		1
TOTAL	23	21	44		24	27	51		25	29	54		29	31	60

8. On Returning to Crossville School - September 1983

Credits Achieved (One Semester)

Students Enrolled - 33

Students Completing

One Semester - 16

Credits Attained - 33

Credits Achieved - 36

APPENDIX II

A. At Alter-Ed

ACADEMIC ACHIEVEMENT

Module	Credits Completed in One Module	Completion from a previous module	Total Completion
Module Two Sept-Nov/82	11	1	12
Module Three Nov-Feb/83	14	11	25
Module Four Feb/Apr/83	20	18	38
Module Five Apr/June/83	21	18	39
Module Six Sept/Nov/83	15	2	17
Module Seven Nov-Jan/84	24	6	30
Module Eight Feb-Apr/84	20	5	25
Module Nine Apr-June/84	21	9	30
TOTALS	146	70	216

* As well, there are 23 credits being completed in Module Ten.

B. On Returning to Composite School - September 1983

Credits Achieved (One Semester)

Students Enrolled - 11
 Students Completing
 One Semester - 10
 Credits Attempted - 35
 Credits Achieved - 30

APPENDIX III

A REPORT ON THE ALTER-ED PROGRAM
HAMILTON BOARD OF EDUCATION
1982-83

The Alter-Ed Program operated by the Hamilton Board of Education began in April, 1982 with thirty students. The principal objective of the program is to provide educational opportunity to students who would, in all likelihood, experience failure in their current school programs. The program operates on a four module year permitting students to have a "fresh" beginning in September, November, February or April. The main focus in student-teacher relationships is personal contact and counselling. Over the two years that this program has been in operation the enrolment has usually been about thirty to thirty-five students. The staff started at three in April, 1982, and has remained at that level to June, 1983.

This report, on the opinions of students participating in the Alter-Ed Program, is based on questionnaire responses of students attending the program in 1982-83. In all, thirty-five students returned questionnaires. Students were asked questions in seven major categories as listed below.

- A. General Information
- B. Academic Performance
- C. Instruction and Evaluation
- D. Relationships
- E. Personal Growth
- F. Admission to the Program
- I. Additional Comments

The students' responses were analyzed according to the seven fields listed above. Each group of responses was summarized and a report summary was also completed.

SUMMARY OF THE QUESTIONNAIRE
PART A: GENERAL INFORMATION

In response to the question, "Why Alter-Ed?", virtually all students indicated that problems had existed at their previous schools. Most students indicated that they were not surprised with the program at Alter-Ed and that they found the situation to be refreshing and helpful to them. Most students indicated that the teachers were available and supportive in academic and in personal matters.

When asked if they accomplished what they had set out to do, nineteen of the thirty-five respondents (51%) indicated that they had. Fourteen indicated that they had not. Reasons why students answered "No" centred on lack of personal initiative and overly optimistic goals. Further, twenty-five students (71%) indicated that, if they were to start over, they would work harder.

SUMMARY OF THE QUESTIONNAIRE
PART B: ACADEMIC PERFORMANCE

Academic performance at Alter-Ed is seen by the respondents as superior to their performance in regular schools in a broad range of criteria. Most responding students report that their academic performance at Alter-Ed is superior to their performance in previous schools. In addition, most students report an improved attitude towards academic work and towards such things as attendance and punctuality.

PART C: INSTRUCTION AND EVALUATION

Over eighty percent of the students reported that their instruction had been provided in varied ways (group instruction, individual consultation, independent study). Most students indicated that individual assistance was frequently provided and was perceived by the students as very valuable (the major difference from regular schools). Most students indicated that they were quite content with the teaching methods and had no suggestions for improvements. When asked about changes in the evaluation process, only three of the thirty-five students offered suggestions, the others indicated that changes were not necessary.

PART D: RELATIONSHIPS

Most students remarked on the friendly atmosphere at Alter-Ed, the opportunity to get to know most students well, and the generally open relationships with the staff. Over seventy percent of the respondents indicated that they had made close friends at Alter-Ed. A majority of the students were supportive of the "community" concept fostered by the staff. Students indicated that they felt it was important to assist others to feel accepted and that it was important to take care of the facilities of Alter-Ed. They were less supportive of assisting other students in the program with school work.

Relationships with the teaching staff were very good. Students strongly believed that the teachers cared about them and that teachers were available to them for assistance with academic work and with personal matters.

PART E: PERSONAL GROWTH

Respondents believe that the Alter-Ed program has helped them become more responsible, better able to make decisions and use freedom wisely. To a lesser extent, the program has helped them to learn to use time wisely and to participate in group decision making.

PART F: ADMISSIONS TO THE PROGRAM

It is interesting to note that most of the criteria which students identified as necessary for admission are so positive that, if the entering students held those characteristics, the program would be unnecessary. One interesting suggestion regarding student admissions is that "veteran" students should assist in the orientation.

SUMMARY OF THE QUESTIONNAIRE
PART G: PLANS FOR NEXT YEAR

Most students who intend to pursue further education indicated that they wish to return to Alter-Ed in the fall.

GENERAL SUMMARY

Comments in the returned questionnaires indicated that a very wide range of ability and achievement is present in the student body of Alter-Ed. Some comments are very poorly written in style, spelling, content and penmanship while others are very perceptive and well written. Virtually all respondents indicated, at one place or another, that their previous school experience has been difficult; some students also allude to difficult experiences at home. It is clear that most of these students, if not all, have not been successful in the past and would not likely be successful in the future in traditional secondary schools. Language which people use to express themselves often gives clues to their life style and ability. As a group, these students use far more abbreviations (with apostrophes) than any other student group returning questionnaires to this department in the past; whether this indicates an attempt to reduce work or improve efficiency of communication is difficult to decide but it is clear that the style of writing of these students is distinctive.

It must be observed that, often, these students made strong statements in one section of their questionnaires and contradictory statements elsewhere. Of particular significance is the issue of student freedom. Many students indicate strong support for the student freedom at Alter-Ed while, at the same time, they indicate that the program needs more formal structure and rules of behaviour.

Of particular importance to the students is the availability of teachers to interact one-on-one. Virtually all students, at one place or another in their questionnaires, indicated that close personal contact with staff is vital to their success in school. In addition, the opportunity for students to increase their own feelings of net worth and self esteem is viewed as available and essential. Also, students indicate that the flexibility of organization permits various levels of interaction: Some students indicate that high social involvement created academic problems in other schools which were solved with less social interaction at Alter-Ed while others indicated that increased opportunity was available (and appreciated) for social activity.

In conclusion, it must be stated that the Alter-Ed program is solidly supported by the large majority of the responding students who feel that, without the program, their formal education would have ended some time ago.

Research Services Department

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1984 11 27.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario

Ladies and Gentlemen:

PART I

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Miss Wanda Bielak, 1984 10 29 until further notice

Mrs. Brenda Wisborg, 1984 10 09 to 1984 11 13

Mrs. Patrizia Vitucci-DiSanto, 1984 10 15 to 1985 01 31

(b) That Mr. James Kerr be confirmed in his position of Head of Department (Technical Education), effective 1985 01 01.

(c) That Mrs. Donna Bujnowski be returned from Maternal Leave of Absence and assigned teaching duties, effective 1984 12 03.

(d) That the request of Mr. Ernest A. Robinson for a Release from Contract, effective 1984 09 30, be granted.

Associate Superintendent of Curriculum and Special Services

(a) That the action of the Associate Superintendent of Curriculum and Special Services in permitting one secondary school Learning Resource Teacher to attend the Learning Disabilities Workshop in Milton on Monday, 1984 11 12 be approved, and that \$40 be paid towards the cost of registration and expenses.

(b) That up to two teachers attend the Teachers of English as a Second Language 12th Annual Conference to be held in Toronto, Friday, 1984 12 07 and Saturday, 1984 12 08, and that each receive \$70 towards the cost of registration and expenses.

(c) That up to two Guidance Heads attend the 11th National Consultation on Vocational Counselling to be held in Ottawa from Tuesday, 1985 01 22 to Thursday, 1985 01 24 and that their expenses be paid according to policy.

(d) That one teacher attend the workshop sponsored by the National Institute on Mental Retardation to be held in Toronto on Monday, 1984 12 17, and that \$65 be paid towards the cost of registration and expenses.

Superintendent of Curriculum and Special Services

(a) That one secondary school (composite) principal and one secondary school (vocational) principal attend the "National Association of Secondary School Principals' Conference" to be held at New Orleans, Louisiana, U.S.A. Friday, 1985 01 25 to Tuesday, 1985 01 29, and that expenses be paid according to policy.

(b) That one secondary school (vocational) teacher attend the "Leaders in Education, Basic Level Education Conference" to be held at Toronto, Friday, 1985 02 15, and that \$60.00 be paid towards registration and expenses.

(c) That one secondary school (vocational) teacher attend the "Ontario Secondary School Cosmetology Teachers' Association Conference" to be held at Toronto, Thursday, 1985 05 23 and Friday, 1985 05 24, and that \$60.00 be paid towards registration and expenses.

(d) That the action of the Superintendent of Curriculum and Special Services in permitting four secondary school (vocational) teachers attend the "Ontario Horticulture Teachers' Association Annual Workshop" at Toronto, Friday, 1984 11 23, and that \$50.00 each be paid towards registration and expenses, be approved.

(e) That the action of the Superintendent of Curriculum and Special Services in permitting two secondary school (vocational) teachers to attend the "World of Commodore II Conference" to be held at Toronto, Friday, 1984 11 30, and that \$20.00 each be paid towards expenses, be approved.

(f) That the action of the Superintendent of Curriculum and Special Services in permitting one secondary school (composite) teacher to attend the "Leaders in Education Conference" at Toronto, Thursday, 1984 11 29 to Saturday, 1984 12 01, and that the registration fee of \$165.00 be paid, be approved. (Staff Development)

Respectfully Submitted,

A. J. Krever,
Director of Education

/sb

REQUEST RE: SALARY HOLDBACK PLAN ("4 Over 5")

- (a) That the Board rescind the leave of absence granted to Mr. Kim McCulloch for the 1987-1988 school year and approve his request to withdraw from the Salary Holdback Plan ("4 Over 5").
- (b) That the Board rescind the leave of absence granted to Mrs. Christine Jennings for the 1987-1988 school year and approve her request to withdraw from the Salary Holdback Plan ("4 over 5").

THE FIFTH ANNUAL CONFER IN THEATRE SCENARIOS AND
THEIR CAREER IN THEATRE SCENARIOS

Hamilton Place with anticipated support of the Hamilton Board of Education, the Hamilton-Wentworth, Town Education Department Board, the Hamilton County Board of Education, and the Hamilton Board of Education, is planning to conduct a Fifth Annual Confer in Theatre Scenarios on May 14, and a Third Career in Theatre Scenarios on May 7, 1988. The 1988 Hamilton Place Board of Education, with the assistance of various and well known programs, are anticipating that the above will be most fruitful and rewarding.

As is the fact, the plan is for the Year Board of Education to share in funding the costs for material participation and the performance of artists.

That the Hamilton Board of Education provide a total of \$875.10 as its share of the Fifth Annual Confer in Theatre Scenarios and the Third Career in Theatre Scenarios to be held at Hamilton Place on May 14 and May 7, 1988, respectively.

Submitted and
prepared by: J. McFague, Superintendent of Education and Special Services

Approved by: A. J. Weaver, Chairman of Hamilton

Education Centre,
Hamilton, Ontario.
1984 11 06

To The Chairman and Members,
Education Management Committee,
Board of Education for the
City of Hamilton.

Ladies and Gentlemen:

RE: FIFTH ANNUAL CAREER IN THEATRE SEMINAR AND
THIRD CAREER IN MUSIC SEMINAR

Hamilton Place with anticipated support of the Halton Board of Education, the Hamilton-Wentworth Roman Catholic Separate School Board, the Wentworth County Board of Education, and the Hamilton Board of Education, is planning to conduct a Fifth Annual Career in Theatre Seminar on May 14, and a Third Career in Music Seminar on May 7, 1985, for 200 students from these Boards. With the excellent student response and well designed programme, they anticipate that the days will be most useful and rewarding.

As in the past, the plan is for the four local boards of education to share in funding the costs for seminar participants and the performances by artists.

That the Hamilton Board of Education provide a total of \$653.10 as its share of the Fifth Annual Career in Theatre Seminar and the Third Career in Music Seminar to be held at Hamilton Place on May 14 and May 7, 1985, respectively.

Submitted and
Prepared by:

C. McKague, Superintendent of Curriculum and Special
Services

Approved by:

A. J. Krever, Director of Education.



HAMILTON PLACE

October 10, 1984

Mr. Lorne McLachlan,
Assistant Superintendent of Curriculum Education,
The Board of Education for the City of Hamilton,
P. O. Box 558,
Hamilton, Ontario.
L8N 3L1

Dear Mr. McLachlan:

HAMILTON PLACE, in co-operation with the Halton Board of Education, the Hamilton-Wentworth Separate School Board, the Board of Education for the City of Hamilton and the Wentworth County Board of Education, will be conducting its fifth annual Career in Theatre seminar on Tuesday, May 14th, 1985 and its third Career in Music seminar on Tuesday, May 7th, 1985.

We are asking the participating Boards to contribute a portion of the cost of the seminar that relates to the involvement of the panel members and the lunch time entertainment. The overall budgets that will cover these costs are attached. Student participation among the Boards is being offered equally. We trust that your Board will contribute its share of the cost which would be \$326.55 for each seminar for a total of \$653.10. HAMILTON PLACE is contributing its staff and facilities at no charge to this project.

We believe that the immediate benefits to the students and the possible long range advantages to the entertainment industry make this undertaking a worthwhile endeavour.

I look forward to hearing from you.

Yours very truly,

Robert Ellison
Assistant General Manager

Encl.

c.c. Glenn Mallory
Bob Macaulay
Sandi Katz

1984 11 22

To The Chairman and Members,
The Education Management Committee,
Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario.

Ladies and Gentlemen:

RE: CO-OPERATIVE EDUCATION PROPOSAL
NON-GRADUATE UNEMPLOYED YOUTH

RATIONALE:

There are two community and school concerns that this proposal is designed to address. The first is the dilemma of "Youth Unemployment". The second is the number who have left school without a graduation diploma.

Employment and Immigration Canada and Regional Social Welfare offices have been contacted and have extensive statistics to verify that there is a definite need in this area. Board of Education Research Services indicate that a significant number of students are leaving school before graduation.

THE FEDERAL CO-OPERATIVE EDUCATION PROGRAM:

The Federal Government, through a recently-announced Federal Co-operative Education Program is prepared to make awards to Boards of Education and to post-secondary institutions over a 4-year period of up to \$200,000 in order to achieve the following objectives of the program:

- . to stimulate the provision of developmental work-study experience for secondary and post-secondary students whose transition from student to full-time worker and whose integration into the labour market may be facilitated or enhanced by this measure.

The sub-objectives are:

- . to provide opportunities for Canada's oncoming labour force to overcome the barrier to employment of not having related work experience;
- . to encourage innovative approaches to work-study and enrich current knowledge on the benefits of experiential learning.

Contributions from federal funds and from the applicant's resources (matching funds) will be as follows:

Year of Federal Support	Maximum Federal Share	Non-Federal Share
First	85%	15%
Second	75%	25%
Third	55%	45%
Fourth	35%	65%

GENERAL CRITERIA FOR THE PROGRAM:

In awarding contributions, the Minister will place emphasis on funding those applicants who show a commitment to continue their co-operative education program after the termination of federal financial assistance. Importance will also be placed on evidence of favourable reception by employers.

The Minister may, from time to time, give priority to funding projects that focus on particular areas such as the development of high demand skills or special groups.

An employee, hired under this program, must be legally entitled to work in Canada.

This program is intended to support program implementation and funds may not be used for feasibility studies.

The project should have a formalized, structured sequence of alternating full-time study and work periods. The average length of each work period is not less than 200 hours in a semester for a secondary school student.

The applicant will provide equal access and treatment for eligible project participants who are members of groups, such as:

- . members of racial or ethnic minority groups;
- . women;
- . disabled persons; and
- . Native people.

PLEASE NOTE: This does not preclude other youths or dropouts.

THE LOCAL PLAN

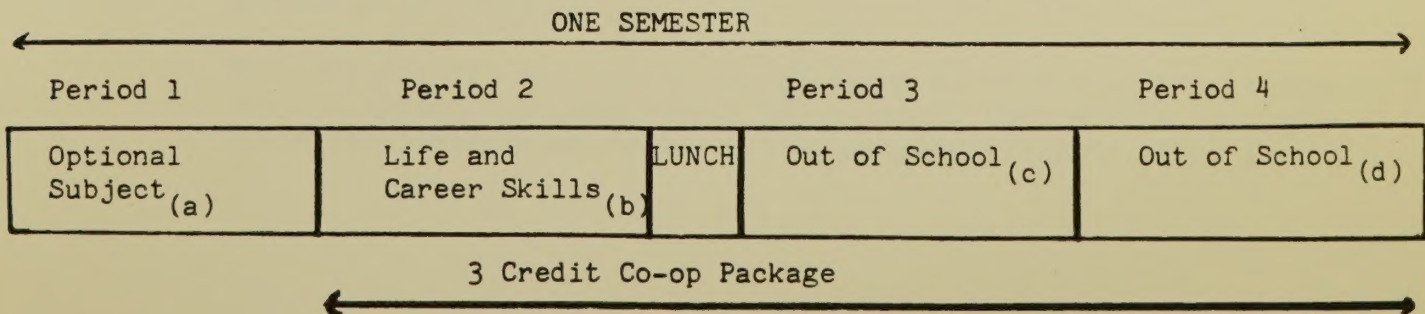
The Co-operative Education Department has prepared a detailed application to the Federal Government which it will submit if the Board approves the concept. A full copy of the application is available on request.

Highlights:

Personnel The appointment of a Project Co-ordinator to initiate, implement and administer the project should be based on open interviews conducted by Board of Education Officials. Priority should be given to University graduates who have Co-operative Education experience and a sound public relations ability. A valid Teachers' Certificate and certification of a Ministry of Education Co-op Monitors course will be a pre-requisite. Administrative experience and leadership abilities will be considered.

The Program . A basic objective of the program involving up to 20 returning students is to provide a 3 credit package that integrates life and career skills instruction with a work experience activity.

Such a format would be achieved by the following structure:



The Life and Career Skills portion (section b) would be taught by the Project Co-ordinator who would also do the monitoring in the afternoon (sections c and d). Students would be encouraged to take an additional academic or related regular subject in the other period (section a) to fill out their day. This would also assist them in pursuit of their graduation.

- . It is intended to teach this group as a separate class in the in-school Life Skills period. A central downtown school is recommended because of proximity to all areas of the community.
- . Since this is a discrete and unique adult class, rationale and procedures to meet the particular class needs must be developed which will undoubtedly differ from regular Secondary School program.
- . The duration of the program will conform to the academic calendar year of the school, in order to utilize the school facilities while it is open and staffed.
- . Credits for co-op activities on the work station will be approved by the Principal of the school. Three credits will be granted for successful completion of the program requirements.

After Four Years, What? It is anticipated that an adult program could eventually become a part of the Secondary School Co-operative Education program. If such potential growth pattern emerges, additional staffing may be required, but every attempt will be made to keep the program cost effective as the first years will be.

Budget & Resource Allocation See Exhibit A attached.

It is therefore respectfully recommended:

That the Board of Education for the City of Hamilton approve an application to Employment and Immigration Canada for a grant of upto \$200,000 over 4 years for the purpose of initiating a work-study experience for unemployed youth in the community. It is understood that the 4 year plan is cost effective and that at the end of the 4 years the Board intends to continue the program if the need then still exists.

Prepared and Submitted by: R. Dawson, Co-operative Education Co-ordinator
C. McKague, Superintendent, Curriculum & Special Services

Approved by: A. J. Krever, Director of Education.

/sb

EXHIBIT AADULT CO-OPERATIVE EDUCATION PROJECTESTIMATED FINANCIAL CRITERIA

	<u>1985/86</u>	<u>1986/87</u>	<u>1987/88</u>	<u>1988/89</u>	<u>TOTAL</u>
A. Within Application -					
1. Costs Eligible for Funding					
(a) Project Co-ordinator					
- salary*	\$48,661	\$51,094	\$53,649	\$56,331	\$209,735
- benefits*	2,355	2,473	2,597	2,726	10,151
(b) Travel*	1,200	1,260	1,323	1,389	5,172
(c) Supplies	3,000	3,150	3,308	3,479	12,937
TOTAL	\$55,216	\$57,977	\$60,877	\$63,925	\$237,995
Less Federal Funding	\$46,934	\$43,483	\$33,483	\$22,374	\$146,274
	(85%)	(75%)	(55%)	(35%)	(61.5%)
Gross Board Funding	\$ 8,282	\$14,494	\$27,934	\$41,551	\$ 91,721
B. Outside of Application -					
2. Less Enrolment Grants ⁺	45,530	45,530	45,530	45,530	182,120
Gross Board Gain	\$37,248	\$31,036	\$18,136	\$ 3,979	\$ 90,399
Less Allowance for					
3. Possible Staff Addition ^{**}	7,238	7,600	7,980	8,379	31,197
Net Board Gain (Loss)	\$30,010	\$23,436	\$10,156	\$(4,400)	\$ 59,200

NOTES

- * A 5% annual incremental factor was applied in these categories.
- + This calculation assumed 20 full time day school students, times the present grant ceiling (\$3,140), reduced by a declining enrolment provision of 27.5%.
- ** Should some, if not all, of the 20 students take a second in-school credit course, then additional 1/6 of staff time may be required. Therefore, average secondary school teacher's salary times 1/6.

REPORT OF THE

SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Mrs. M. Baskin (Chairman);
Trustee Mulholland; Mesdames Airth, Bishop, Christianson, Masters and
Tilbury; Messrs. Byron, Desmarais and McHenry; Dr. Rosenbaum.

Also

Present: Trustee Van Horne;
Mr. J. Bilney, Ministry of Education.

Officials

Present: Mr. J. Penner (Deputy Business Administrator),
Mr. P. Beveridge (Associate Superintendent of Curriculum & Special
Services),
Mr. B. Adams (Supervisor, Special Education),
Mr. J. Yurkiw (Supervisor, Adjustment Services),
Mrs. E. Pease (Administrative Assistant to the Director).

The Committee recommends:

PART I

- (a) That the Hamilton Board of Education fully implement the Board Plan for The Development of Comprehensive Special Education Programs and Services for 1985 for Secondary Schools (three additional composite Learning Resource Teachers and one additional vocational Learning Resource Teacher).

Respectfully submitted,

Mrs. M. Baskin,
Chairman.

Committee Room,
1984 11 28.



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